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Superintendent Poland's Report on School Text-Books.

The brief given below was presented by Supt. A. B. Poland, of Newark, N. J., to the committee of the board of education on text-books and supplies. The question of an open or a closed list was up for consideration. Dr. Poland's strong and comprehensive argument of the text-book question won the day.

The selection of text-books is an important matter; it is scarcely more important, however, than the selection of school sites, the erection of suitable school buildings, the framing of courses of study, the enactment of rules and regulations, and the performance of still other duties, all of which the law imposes upon boards of education.

In all the last named matters boards of education act and should act upon expert advice, so in the matter of text-books. The selection of suitable text-books is less difficult than it otherwise would be, owing to the fact that competition among authors and publishers has created an abundance of books of about the same cost and quality. A board of education, therefore, cannot go far wrong if it selects any one of the leading publications.

The importance of the text-book is greatly over-rated. In the process of education the teacher and not the text-book is the more important factor; the text-book is only the tool. Just as some tools are better than others so some text-books are better than others. But the differences between the leading text-books are not so marked as to warrant a frequent change.

Life of a Text-Book.

The life of a good text-book is, upon the average, from ten (10) to twenty (20) years. Many good books, as, for instance, McGuffey's readers, are sold and used extensively after thirty (30) or forty (40) years. Webster's spelling books are now widely used even after sixty (60) or seventy (70) years. These are exceptional cases. I allude to them to emphasize the fact that a book once in use should not be set aside for merely sentimental reasons.

In changing text-books the same rules should apply that govern the manufacturer when he decides to scrap his machinery and to refit his plant. He does this only when his old plant or machinery cannot longer compete with the new. He never does it on mere sentiment.

As to Text-Books Now in Use.

The principal text-books now in use were adopted some time ago by another board, on recommendation by another committee, acting on the advice of another superintendent. These books have been retained because there seemed to be no reasonable ground upon which to recommend a change. To justify such a recommendation it had to be shown, first, that the need of a change was imperative; second, that the new book proposed was a substantially better book.

Two years ago the superintendent reported to the committee that the language book in use was not altogether satisfactory; a year ago he made a similar report, but, owing to the fact that the course of study was then in process of revision, he made no recommendation. This language book has been in use in our schools upwards of ten (10) years.

The arithmetic now in use was adopted only about four (4) years ago; the geography about eight (8) years ago.

It will be seen, therefore, that, aside from the language book, none of these books have been long in use; also, that it has never been the policy of school boards in this city to change books often or for slight cause. This fact should have great weight in determining the policy of the board now, especially since the question at issue has been threshed out again and again by other committees and by other boards, and has always been settled in the same way.

How School Books Are Selected.

The practice thruout the country—so far as I know almost without exception—is to make the superintendent responsible for the selection of text-books. In some states this is accomplished by statute prescribing the duties of superintendents; but usually boards of education fix this responsibility upon their superintendent thru their rules and regulations.

In order that the superintendent shall exercise this power with wisdom and discretion his selection of text-books needs to be confirmed by the boards of education. In a few cities this plan has been modified slightly. Thus in New York city the text-books are selected by the superintendent and his associate superintendents. In Cambridge, Mass., the rules of the board direct the superintendent to associate with himself two other persons, one of whom must be a teacher. But the Cambridge board requires the superintendent to make the recommendation and holds him solely responsible. Responsibility seems to be the important element. Many, if not most superintendents, would like to escape the responsibility of being solely charged with the selection of text-books, which almost necessarily involves misunderstanding and often leads to personal reproach. But boards of education have not been willing to exempt them.

The chief objection to the selection of books by a committee of principals and teachers is that of irresponsibility; for that reason boards of education have regarded such a mode of selection as impracticable.

Theoretically, the one who uses the text-book, that is, the class teacher, ought to be the best judge of a text-book. But the difficulty lies in getting the judgment of the best qualified teachers on books they have never used. Teachers, also, rarely agree. And again the question of responsibility which is always a paramount one in a position of public trust.

How Text-Books Might Be Selected.

As I have said, if the judgment of competent teachers could be got it would help the board and superintendent greatly in selecting text-books. I would suggest, therefore, a liberal supply of books for the teacher's desk, or, what is still cheaper, the method first proposed by Librarian Dana, of the Free Library, namely, the purchase by the board of sample copies of desirable text-books and their free loan to all teachers desiring them. Such a library of text-books would enable teachers to become familiar with all the new books. Their judgment after a thoro study and use would seem to

me most valuable to the board in the selection of text-books. It is customary for publishing houses to give free samples to all principals; it can scarcely be expected that they will give free samples to all teachers. The present system of giving samples to principals and school officers is liable to great abuse. Upwards of sixty per cent. of all sample text-books given out by publishers, it is said, find their way into second-hand book stores to be sold to the trade. This is a species of graft, and is demoralizing.

It would be better for all concerned if the board were to buy freely and furnish principals and teachers with any text-books or professional books that they need.

One Book, or Many.

It may not be known to this committee, and I am sure that it is not generally known by the public, that the now almost universal practice thruout the large cities of the United States is to put one book, and one book only, into the hands of the pupils. I have collected since the last meeting of this committee data from upwards of twenty-four (24) cities of the United States, in fact, all having a population above 150,000. Some of these cities are distinguished for the excellence of their schools. All the following may be classified as practically single book cities. In most of these cities there are practically no options in any of the important branches:

Chicago,	Milwaukee,
St. Louis,	Washington,
Baltimore,	Newark,
Cleveland,	Louisville,
Buffalo,	Minneapolis,
San Francisco,	Providence,
Cincinnati,	Indianapolis,
Pittsburg,	Kansas City,
New Orleans,	St. Paul,
Detroit,	Rochester.

This list, as you will observe, includes twenty (20) of the twenty-four (24); it includes all except New York, Philadelphia, and Jersey City. I have excepted Boston, also, since the Boston list is not as fully restricted as others. The New York board of education is now making an effort to limit their list to a single book in the principal subjects. Philadelphia has never been considered a model for other cities in the matter of school organization and administration. The practice of foreign countries is invariably to supply the pupil with one book only. The weight of this testimony should convince us that our Newark boards of education in past years have been guided by good common sense in adhering to a single book list.

Pedagogical Reasons for One-Book List.

1. *From the Standpoint of the Pupil.*—The act of learning a subject, as arithmetic or grammar, is like climbing a ladder; that is, a process of rising from the simplest notions to the higher step by step. If a step is lacking in the logical sequence of ideas the pupil will find it difficult to attain the next—quite as in climbing when a round of the ladder is gone. Not only must the steps be reasonably uniform, but they must be suited to the age and proficiency of the learner. As a corollary to the foregoing it is obvious that when a pupil has started with any good text-book he should continue it to the end, since a change is likely to embarrass him and impede his progress.

Again, learning a science, as arithmetic, is like mastering an argument, or chain of reasoning. In a chain of reasoning if a single link is missing the whole argument is vitiated. If adults find it difficult to follow a broken chain of reasoning children find it impossible.

2. *From the Standpoint of the Teacher.*—Teachers almost without exception like to have their work definitely laid out. In a graded school especially, where each teacher is compelled at short intervals to take up the work of a preceding teacher, it is essential to know

what instruction has been previously given and how it has been given. To get the best results the work of each teacher should reinforce as well as supplement the work of her predecessor. Otherwise, the effect is like attempting to hammer into shape a piece of iron by striking no two blows on the same place; energy is dissipated and the result slow or negative.

The use of one and the same text-book in succeeding grades enables teachers to work along identical lines. It is like playing a game of ball or cricket on a field that has been measured and laid out properly. Imagine a baseball field with the base lines running in all directions. Not only would it be more difficult to play a successful game, but there would be no pleasure in it. So there is no pleasure for the teacher when there are no base lines in arithmetic, geography, and grammar, as when one teacher is allowed to go one way and another another way. Teaching is a difficult art at best, and especially when out of the appropriate paths.

No New Obstacles Wanted.

What automobilist would leave the highway to drive his machine across lots? To teach a class of forty (40) or fifty (50) pupils the data of any science, as arithmetic, is more difficult than automobiling. There are obstacles enough to impede the teacher and retard the pupils' progress without creating more. Thus, to teach young pupils to compute interest accurately by a single method is no small task; to attempt two methods simultaneously is often a waste of time for both teacher and pupil. Nor is it wise, as a rule, to exact of a teacher a working knowledge and practical skill in more than a single method any more than it is wise, after learning to write well with the right hand, to begin to learn with the left. The burdens of the teacher, who is now required to teach daily ten to fifteen different subjects, are not light. To require her, after she has become familiar with one text-book, or method, in which she is reasonably successful, to change to another, or to use another text-book simultaneously, is a hardship. A change of text-books should always have in view the ultimate lightening of the teacher's burden.

3. *From the Standpoint of the School as a Whole.*—Under our system of promotion pupils advance from grade to grade every five months; they are thus compelled at frequent intervals to change teachers; now if we add to this change of teachers a change of text-book the hardship is increased. This is what happens: First discouragement, then indifference, and lastly a positive dislike for school. To this change of teachers and consequent break in the continuity of a child's progress we must attribute the loss of many pupils all thru the school course. It is fair to say that at least thirty per cent. of the pupils who leave school before completing the grammar school course do so because the school ceases to be attractive; they do not leave because their parents desire it or need their services. The pupils themselves become tired of going to school. Nor should they always be blamed for so doing. Children are often the best judges of inefficient teaching; they can't tell you what the matter is, whether it is a poor teacher or a poor book; they know pretty surely that they are learning nothing and that they have lost all interest in going to school.

Ambition of Pupils.

It is safe to say, also, that no pupil desires to leave school who is forging ahead in his studies, but when he ceases to forge ahead he invariably desires it. This is natural. It is a credit to childhood. It differentiates the child from the lower animals. A horse, for instance, might be willing to walk in a treadmill, but an intelligent child never.

Let us not interpose in the child's efforts to attain a mastery of the simple elements of knowledge any unnecessary obstacles. Make the road as easy for him as the king's highway; he will even then find stones enough to stub his toes against.

If in addition to an overcrowded curriculum with its ten to fifteen subjects we seek to force two books of a kind into the children's heads—as the Strasburger stuffs food down the throats of his geese to enlarge their livers and produce *pate de foie gras*—our children not being stupid geese will do what God in his wisdom has given them sense enough to do, leave school soon after the forcing process has begun.

4. *From the Standpoint of the System as a Whole.*—Owing to the fact that many parents change their residences from year to year, pupils are transferred in large numbers from school to school. The number of transfers last year that were investigated by the attendance department amounted to 2,953. There are still others that were not investigated, all made at the beginning of the term and not investigated.

The evils resulting from a frequent change of teachers within a school I have just explained. These evils are multiplied when a pupil changes completely his school environment.

There are cases, of course, when a pupil is benefited by a change just as a consumptive is sometimes improved by a change to a more favorable climate. But there is an old adage that 'A rolling stone gathers no moss.' A child that is drifting from school to school is gathering little or no moss. But his moss gathering is rendered more difficult and hazardous if we add to other adverse conditions that of starting out again on the road of knowledge by a new, and to him unknown track. A new text-book is a new track.

As to Transfers of Teachers.

Again, we must not lose sight of the fact that teachers are being constantly transferred, usually at their own request, from school to school. It would not only be a hardship upon children, but a hardship upon teachers to be required after having mastered one system of, say, geography, so as to know where to put a finger upon a reference, to lay aside this knowledge and begin over again with a new book. Just as a mathematician becomes accustomed to one set of tables, an accountant to one form of bookkeeping, a banker or business man to one system of transacting his business, a commuter to his railway time table, the teacher becomes acquainted with her text-book. The commuter can hunt up his train time, it is true, in the new time table, as can the teacher hunt up a reference in the new text-book, but it takes valuable time.

5. *From the Standpoint of the Superintendent and Supervising Staff.*—To secure so far as practicable uniformly good results thruout the entire system is the task set for the superintendent and his supervisors. To this end schools are visited, inspected, and examined, conferences are held with principals and teachers, grade meetings are conducted, etc., etc.

It must appear, therefore, on the slightest reflection that a great saving of time and energy will be effected if all schools and teachers are following the same general plans and methods. Multiplicity of plans and methods in a school system, where of all places in the world co-operation is necessary, is fatal to success. Where a number of persons are required to work together individual likes and dislikes must give way to co-operative ends. I have already stated that the highest freedom is found in co-operation. Allow me briefly to expand this statement because it lies at the foundation of the whole subject, and is the guiding principle.

Liberty of Modern Times.

Instead of being hampered, for instance, by the conditions of twentieth century living with its laws, customs, traditions, etc., we enjoy a thousand times greater liberty and exercise it in a thousand more ways than did our remote ancestors who may have lived in a wilderness untrammelled by social conventions of any kind. In contending, therefore, for a reasonable uniformity I am contending for greater individual freedom; under usual conditions the latter cannot be secured without the

former. The trolley car runs on steel rails that fix its direction; it is this that secures its safety and speed. It is when the trolley car gets off the track that it loses its mobility and freedom of action. Educational progress is greater when the schools are, so to speak, on the track. Teachers, principals, children, everybody has the greatest freedom when acting under uniform conditions. Freedom is neither anarchy nor slavery. Anarchy represents the extreme of individual choice and initiative, slavery represents the other extreme. Between these extremes lies government by law, the very essence of which is uniformity. Spring and autumn, summer and winter, sunshine and darkness, high tide and low tide, life and death, everything in God's universe teaches law, order, uniformity.

Single Book Not a Shackle.

What I seek to make clear is this, that the prescription and use of a single text-book does not, in fact or in theory, shackle the teacher; on the contrary, it sets her free in the truest and highest sense. To maintain that one loses his personal freedom when required to do as another does is opposed to all the teachings of science. To quarrel with uniformity! As well quarrel with the Almighty for fixing the courses of the stars. As well quarrel with the trend and progress of civilization because for untold centuries man has been seeking to curb the forces of nature and make them uniformly obedient to his will. Man's destiny in this world appears in the conquest of nature, the subjugation of force, the reducing of everything to law and order—to uniformity—repeating the acts of his Creator and by making all things obedient to law making himself more like God. We need have no fear that in training children according to a system of law, order, and uniformity, and in imposing upon the teachers of our children reasonable restraints, we are violating the divinity of childhood or the natural rights of man. I have made this apparent digression because one hears so much absurd cant about the freedom of the individual to do as he pleases not only in educational matters, but in other matters as well, as tho to do as one pleases were a sort of divine right. Not only is the theory unsound, but the practice has been universally discredited. It has no standing in any well-ordered social or political system. No reputable school system can be found that is organized on such lines.

In prescribing a single text-book, therefore, let no one say that his rights are impaired or his reasonable freedom restricted.

6. *From the Standpoint of the Public, Whose Children are Taught, and Who Pay the Bills.*—So long as the individual parent bought and paid for the books of pupils the use of two books of substantially the same kind was almost unprecedented and always considered as extravagant. It would have been suicide for any board or superintendent to have compelled the purchase of more books than were actually needed. Is it less extravagant under a free text-book system when the dollar does not come immediately from the pocket of the parent, but indirectly thru the taxes? In one case the parent knows what he pays for and would resist extravagance; in the other he does not, since in the general tax budget and shuffle of municipal expenditures the extra dollar that is paid for the extra book is lost sight of.

What It Means to the Taxpayer to Change.

A complete change of a text-book, as arithmetic, would cost in our city \$5,000 to \$10,000. Such an expenditure, as I have said before, could only be justified when the new book is decidedly superior to the book it displaces.

To urge that the substitution of a new book for an old book of a like kind involves no additional expense because principals have a fixed sum allowed them for books and supplies is a weak sophistry and will not stand close analysis. To illustrate: Say that the board the present year should appropriate two dollars for each pupil in the grammar schools for books and supplies,

This does not warrant the expenditure of two dollars if the principal can do with less. Instead of spending the margin above his actual needs, this margin should be used to buy additional paper, pencils, inks, pens, etc. (if these are needed); or, if those supplies are not needed, the balance should be returned to the board's treasury, to be used for other purposes, as, for instance, necessary repairs, adjustable desks, etc. Two years ago \$6,000 was so saved and returned to the school board funds.

Argument for an Open List.

"The argument for two or more books of a kind may be fairly stated as follows:

"1. *Different Books are Needed in Different Schools*.—Thus, for instance, the pupils of the Eighth ward cannot use to best advantage the books used by pupils of the Third ward or the Fifteenth ward. As tho there were a different sort of arithmetic, or geography, or grammar, for pupils of different nationality or social status.

To show the fallacy of this reasoning one might ask which should have the easier or which the harder book? Or what sort of book is required for the child of American parents that cannot be used just as successfully with the children of foreign parents. A test of pupils in any corresponding grade will show that pupils of foreign-born parents are just as well able to cope with the difficulties of a text-book as children of native-born parents.

Scholarship, industry, success, are not the sole possession of any class. To admit and certainly to extend to our public schools such a class distinction is un-American.

2. *Different Teachers Require Different Text-Books*.—On the face of it this statement looks reasonable. In fact it is whimsical and fallacious.

Any good workman can use the standard tools; the chief thing is to get used to the tools and not to change them too often.

I have already discussed the necessity of uniformity in a school system. If a teacher were instructing a class at home or in a private school it would be a matter of no great consequence what books she used. It is because she is working with others that she should use the books that others use. I have already stated the advantages of uniformity.

3. *A Teacher Should not Confine Herself to One Method nor to One Text-Book. It Narrows Her Range of Vision*.—Possibly. Much will depend upon the teacher's habits of study and investigation. I believe it is an admirable thing for a teacher to know a great deal and to be able to handle a subject in several ways. For this reason I would supply her with all the desk books she is willing to use, provided she uses them properly and does not scatter her instruction so as to bewilder her pupils.

But this is quite another question from that of giving each pupil two or more books of substantially the same kind. One fact, however, we should never lose sight of, namely, that our teachers are burdened almost to despair trying to teach ten to fifteen subjects daily and to master one book of a kind. Why burden them with more and thereby accomplish perhaps less?

If work were departmental, that is, if teachers were required to teach one subject only, as arithmetic, for instance, we might fairly expect of them an acquaintance with a half dozen or more arithmetics.

If physical training, for instance, were to be introduced next term should we expect our teachers to learn two or more systems? Would it not be better to hope in time for a mastery of one? He that is a Jack at all trades is good for no trade is an old saying and a true one, especially in teaching. But even if the teacher desired to know several systems of physical training ought she to try to teach the children several systems?

4. *A Principal as a Professional Man Ought not to be Restricted in the Use of any Text-Book that He Thinks He Wants or that He Thinks the Children Need*.—As well

might a lawyer claim that it is unprofessional for the court to insist upon uniformity in pleadings and court practice.

Elsewhere I have tried to show that uniformity in such matters gives greater freedom and enables more business to be done and to be done better, because of uniformity of procedure.

5. *An 'Open List' Takes Away From the Board of Education the Opportunity to Traffic With Publishing Houses*.—If there were such traffic and it were illegitimate the reason might be a good one. But I cannot think that boards of education throuth the United States, or in the city of Newark, past or present, have been given to trafficking with publishing houses. If so, the people should elect other boards of education rather than subject the principals and teachers of the schools to a similar temptation.

The foregoing are the main arguments for an 'open' book list. They do not appeal to me as being convincing arguments under present conditions.

The time may come perhaps when an 'open' list will be desirable. The conditions that will ever make an 'open' list desirable are these:

First—When teachers have less to do than now and can more easily familiarize themselves with many books and methods. This will be when teachers have smaller classes, fewer subjects to teach, etc.

Second—When pupils attend school so much longer that the loss of time in changing from one text-book to another is not felt to be a substantial loss. This will happen when social and economic conditions are such that children attend school more regularly and remain in school until the age of sixteen or longer.

Third—When the appropriations are sufficiently large to enable boards to supply several books of the same kind.

I shall personally hail this day as a great relief from a most disagreeable duty, namely, that of being obliged to recommend books for others' use with all that such responsibility entails.

Lastly the Terms 'Open List' and 'Closed List' not Clearly Defined.—Much confusion arises from a misunderstanding of these terms. Thus the term 'closed' is thought to signify closed to competition, and the term 'open' to signify open to competition, just as in speaking of the 'open' door in China.

Such is not the meaning at all when we are speaking of a school text-book list. There is no city in the United States, large or small, except in cases where the books are published by the State, that is not open to the keenest competition.

The precise meaning of 'open' and 'closed' as applied to school text-books is this:

In a 'closed' list pupils are restricted to the use of one book, as arithmetic, geography, etc.; in the 'open' list they may have supplied to them any of two or more books.

The meaning may be made still clearer, perhaps, by analogy. A parent gives his boy one bicycle for a birthday present, or one kit of tools when he sets out to learn a trade, or one set of drawing instruments when he begins the study of art, or one set of surgical instruments when he graduates from a professional school and begins practice; this is the 'closed' or restricted idea.

Applied to text-books, 'closed' signifies that, after competitive bidding, open to every publisher, one text-book only is selected and ordered by the board to be used.

Just as in an architects' competition one set of plans is selected, and not all the plans that are submitted. What would be the result if all the plans of all the architects that competed for a building were selected? The result would be a costly, incongruous, and unsuitable structure.

The educational structure built in a child's mind upon the plan of many different authors is similarly costly, incongruous, and unsuitable.

It will be seen, therefore, that the idea 'closed' as opposed to 'open' has no opprobrious meaning as it would if it meant closed to competition. In no field, as I have said, is competition keener than in the school text-book trade.

It would save a good deal of misunderstanding, and hence aimless discussion, if instead of the terms 'open' and 'closed' we were to substitute the more precise terms 'restricted' and 'non-restricted.'

The Telling of a Story.

By WALTER J. KENYON, State Normal School, San Francisco.

After watching several hundred young teachers tell stories to children, it occurs to me that perhaps the readers may find interest and possibly some profit in a discussion of the technique of story telling. Of course, first and last, the ideal story teller was grandma, in her rocker by the fire. And a little retrospection discovers that the lasting charm of her tales lay to a very great degree in grandma's personality. She was a comfortable body, large round of soul, without reference to her waist measure. The geniality and humor that kept her heart warm bubbled over in the stories she told, so that it mattered not so very much, after all, as to the precise nature of the story, so long as it was grandma who told it. Looking back at her from this distance she seems to have been a compound of just those traits which are missing in the type of "school-ma'am" whom the caricaturist makes his prey. She loved the story for its own sake and she loved it because the children loved it; but chiefly she loved the children themselves.

I have seen teachers of this sort—with grandmothers' hearts in them before they have turned twenty. And they always make famous story tellers. And it is a curious coincidence that they rarely or never have any of the typical bad boys in their classes. It is odd, indeed, how some teachers seem to have all the bad boys there are, while some others seem to have such an experience yet to meet. And the line of cleavage seems intimately associated with this telling of good stories, or rather with those soul graces which make good story telling possible.

Some women are born with this story telling ability, some acquire it, and others have it thrust upon them. All three are found in the student body of any normal school. The third class are the slowest to become good teachers. On first thought it is natural to say that such a one can never be made into a good teacher. But I have seen a frigid, wooden, stiff-faced girl with a ramrod spine and a fishy eye, literally "born again," so that the children came to tolerate her and finally accept her without reservation. And her gathering of power lay somewhat in her learning, not, perhaps, the art, but the science of telling a story.

First of all it is necessary to have that kind of an emotional atmosphere in your room in which a story can survive. Place yourself *en rapport* with your pupils. If there is any sharp reproof, if there is any bickering, or shrilling, or lowering of brow, it is a pity, for the story's sake. Put one or the other off until by and by. And this applies not alone to the beginning of your story, but to its continuance. In the fine phrasing of Morris Mogilewsky, "make a light face" and keep it so long as you are able. I once visited a teacher who was telling an angel story of some sort, built upon an undercurrent of heavenly charity and love. But she punctuated her tale with shrewish forays upon the boy who had gum in his mouth and the girl who was inopportunistly braiding her hair. It vitrified the sentiment of the situation until the writer of the story would scarcely have known it for his own. And yet this young woman was not half bad, in her heart. She came afterward to see how really impossible her rendition of the story had been, and she subsequently told many a good one: which goes to show that there is not alone an art, but a science, of story telling.

It sometimes happens, on the other hand, that a girl, in trying to preserve an *entente cordiale* in which a fairy tale is calculated to flourish, gives her pupils a license which frustrates the end she has in view. The other day a girl showed the premonitory symptoms of a coming story and immediately there was a clamor and a waving of hands. Three boys wanted to change their seats. The inevitable youngster wanted to leave the room. And a fifth, learning that it was to be an owl story, in full tones expressed his regrets, inasmuch as he had hoped for a wolf story. The interstices of this budding riot were filled with the usual squirming, tossing, and shuffling of the willing majority. But there was nothing deeply wrong with this class. They had merely fallen into the habit of prefacing the story time with this minute of disorder—a situation easily corrected, and without any particular strenuousness of method.

Regarding the other end of the story, we have gotten pretty well out of the habit of drawing a wishy-washy moral, thereby at once insulting the child's intelligence and ruining a good narration. If the story need have a moral at all it is displayed to the best advantage between the lines, where the pupil will half consciously find it if it is worth the finding.

With all the grandmotherly sweetness here commended, it is necessary for the teacher to have a quiet persistence in holding to the point. A well-received story is pretty apt to receive copious addition and commentary on the part of the listeners. And the teacher who awakens fervid reminiscences in the minds of forty children has some fine steering ahead if she will make the port she sailed for. There was one young girl who started to tell the story of Proserpine. But when the bell rang it was a pig story and a pupil was telling it.

The Selection of Stories.

There is no other one thing in which the schools have grown quite so rich as in story material. Aesop is at our elbow in a dozen different editions. The myths are on the other hand, and Uncle Remus and all the more or less blessed lie between. With such an immense range of choice it is worth while to consider if some are not better than others, and why. There is one little fable that has crept in, in which an eagle kidnaps a young fox to feed to her eaglets; and the mother fox, by way of reprisal, piles faggots against the eagle tree and roasts the fledglings in their nest. It seems to me that we might be much poorer in story resources and yet not be driven to select such a one. Any tale of absolute cruelty, without even the saving grace of humor, seems a good one to leave out. And on the other hand the goody-goody, wishy-washy little hero and heroine of the strictly moral tale had best be whisked off to Heaven without undergoing the injurious acquaintance of our flesh and blood little boys and girls in school. Between the two extremes there is a great fund of vigorous, sane, and delightful material that a single generation cannot exhaust. Mischief and fun, pointed, but not too vitreous satire, pathos not overdone and heroism not too self-conscious: these are the things good stories are made of. Uncle Remus is full of the right stuff—a twinkle in every sentence. To be sure the wolf is occasionally scalded to death, but he does not seem to mind it as he would elsewhere; and our attention is so focussed upon Brer Rabbit's generalship that nothing else makes a mark.

The first tour of history has come to be nicely done in the stories of Washington, Columbus, and the rest who have made it. Only that the pure literary flavor has not yet been instilled into these narratives. We need someone who has no handicap of didactical prejudice to take this big field of true story and raise a crop of children's literature out of it. And until this is done by some master hand we pedagogs must lean upon our own precarious and lame endeavors in this direction.

Of course the crowning success of all story-telling is the chalk talk. A teacher who can draw the fox and the crow the while she tells that tale of guilelessness and guile,

is a power in her line. And that so few primary teachers are chalk-talkers appears attributable to the fact that so many imagine chalk-talking to be a difficult business. There is a fundamentally wrong conviction that we had better not draw until we can draw well. Nothing could be further from the truth, nor more out of keeping with the principles of living and service. The crudest drawing that ever horrified a precisionist is a shining success when produced in intimate and spontaneous illustration of your story. So we can say that it is not, first of all, skill, we are after, but a *habit*—the habit of making chalk marks while you talk. You cross the Rubicon when you acquire this habit.

It is quite natural that the inexperienced chalk-talker should "glue herself to the board," giving the children an uninterrupted view of her back thruout the narrative. This is by all means a thing to avoid. Remember you tell a story very largely with your features. Turn, then, as often as convenient to the class, and by that direct face to face address, preserve the intimate, personal relation on which the vitality of your effort depends.

Speaking of the quality of the drawing, anything is better than nothing, but let us have, if possible, something happening, however crudely it is portrayed. If the hare and tortoise are running a race let us have them both in the scene, and let neither one be merely posing for his portrait. They are both making for the post, and it is as easy to draw a rabbit running as standing still.

Of course there are other considerations, such as perspective and lighting, which affect the value of a chalk-talk illustration just as they do any drawing. The beginner is apt to make foreground objects too small and dim, and distant objects too large and bold. But these are matters to consider as you progress. In many of your chalk-talks they need not enter at all.

Summary.

1. It is a mistake to punctuate your story with reproofs.
2. It is a mistake to assume a formal, impersonal demeanor.
3. It is a mistake to permit the story hour to be a period of undue license.
4. It is mistake to drag the moral forth by the roots.
5. It is a mistake to tell stories of unqualified cruelty and rapacity.
6. It is a mistake to tell Johnny-Goodboy stories.
7. It is a mistake to let go the helm.
8. It is a mistake to drown literary quality in a pedagogical creed.
9. It is a mistake to wait for skill, in drawing.
10. It is a mistake to talk to the blackboard.
11. It is a mistake to draw statues or portraits.
12. It is a mistake to prepare the sketch in private instead of drawing while you talk.

Value of Dates as Food.

An account of his investigations for the United States department of agriculture has been written by David G. Fairchild, who has visited the date-producing regions of the Old World. The account, according to *Country Life in America* for June, refers especially to date-culture in America.

"The doctors seem agreed," Mr. Fairchild says, "that sweet things in excess are injurious to the digestion, and the dentists claim that sugar ferments between the teeth, forming lactic acid, which attacks the dentine; but, for all this, it is doubtful if there can be found a sounder, stronger race, with better digestion and finer, whiter teeth than the date-eating Arabs. The remarkable physique of the Arabs, and their resistance to the almost unbearable heat of their country might be attributed in part, at least, to the nature of their simple food. At any rate, a thoro investigation of the food value of the date and its adaptability to the formation of food for our hot summer season should be made, and possibly this wonderful vegetable product, which is now used in America only as a second-class confection, might be utilized as a basis of a nutritious new food."

Preparing for Grand Opera.

The opportunities for learning to sing in grand opera roles without going to Europe for instruction are convincingly set forth in an article in the *Springfield Republican* in the course of which the writer says:

"To go abroad and to study there for the grand opera continues to be an expensive undertaking. All Americans who visit Europe are supposed to be made of money. The pupils at a foreign musical center must be prepared to pay out in fees to celebrated masters anywhere from \$1,000 to \$1,500 annually. The conditions, furthermore, of study are usually unfavorable and often exasperating.

"Then, finally, after years of hard work and frequent discouragement, there comes up for the American young man or young woman the question of an initial performance, of an opportunity to get before the public and challenge its judgment upon the quality of voice and power of interpretation that summers and winters of unstinted effort have given. This, too, costs money, a great deal of money. It is safe to say that no American student can get a chance to make a single appearance upon a European stage to-day without having first surrendered from \$500 to \$5,000 for the privilege, and with the strong probability that a further invitation to sing will never be forthcoming.

"Remaining in this country the student gets off, of course, in the matter of fees, for less than one-fourth what he must pay on the other side, and he finds opportunities such as are unknown in Europe to sing before the public in selections from the great operas. These chances cost nothing and may mean much, for if a candidate for operatic distinction is really ready to shine as a star the public is pretty quickly apprised of the fact. The operatic performances given by the New England Conservatory of Music pupils at the Boston theater once or twice a year are attended by local musical critics, and are criticised in the newspapers with all due seriousness.

"Both grand opera and light opera impressarios, it should be added, such men as Mr. Hermann Conried and Mr. H. W. Savage, are constantly on the lookout for marked talent, and with them the record of a European appearance is no longer the only indication of ability. Indeed, the latter of these musical managers regularly puts forward a special claim for popular interest in his operatic companies in the fact that his singers are American trained and use the English language. His present leading operatic star, Miss Gertrude Rennyson, is a New England Conservatory graduate.

"Signor Bimboni, the distinguished leader whom the New England Conservatory has been fortunate enough to secure as first director of its opera school, at various times orchestra leader at the Royal Opera houses of Vienna, Rome, Berlin, Madrid, and London, has become very enthusiastic over American students, and particularly over our women students. The American soprano, English alto, Slavonic basso, and Italian tenor—that is his idea of the highest racial capacity in music. His acquaintance with the American voice is not so recent either. In the course of a tour made thru the United States some years ago as director of the orchestra of the Grau-Mapleson Company, Signor Bimboni made a study of the musical possibilities of the different sections, and came to appreciate particularly the voices of people brought up in the mountainous regions of the West. Southerners he has found to be, as a rule, also good candidates for the operatic stage, sympathetic in temperament, and inclined—contrary to the popular impression—to do hard work; altho their vocal equipment is not so invariably good as that of the young men and women who have always breathed the air of the far West. Touching the reasons why a certain percentage of the Americans who enter the opera school do not continue, Signor Bimboni, whose English is still mainly gesticulatory, points significantly to the throat and then to the skull."

Syllabi of the New York City Course of Study. XVIII.

Music. III.

Grade 3B.

Rote songs appropriate to the grade; sight singing applied to easy songs in place of exercises; study of the keys of F, G, and B flat, with their signatures; six-part measure in slow tempo; study of the divided beat; introduction of sharp four; writing from dictation melodic scale progressions in short phrases.

The keys of F, G, and B flat should be taught in a manner similar to that used in the preceding grade.

The study of six-part measure in slow tempo, in six-four and six-eight time, should be introduced, and the measure words, "loud, soft, soft, light, soft, soft," should be applied. The use of exercises and songs in the keys studied in previous grade, and in two, three, and four-part measure should be continued.

The division of the metrical unit (the quarter-note) into two equal parts should be taught, and two eighth notes to the beat should be introduced in exercises and songs. The teacher should beat time, employing a moderately slow tempo. It is essential, however, that the beats representing the quarter-notes should not grow slower when eighth notes are introduced.

Sharp four should be introduced from the tone above (5 sharp, 4, 5) and compared with 8, 7, 8, on the same pitch. Exercises in tone relationship, in which sharp 4 is used in combination with scale tones, should be given. Songs and exercises employing sharp 4 should be used.

Weekly exercises in writing the scales with their signatures, and shorter melodic phrases from dictation, should be given.

Grade 4A.

Thoro review of the preceding work; study of the keys of A, A flat, and E, with their signatures; introduction of flat seven; song singing at sight from books.

The review should embrace every step from the first exercise in tone relationship. New exercise and song material should be used, in order that the interest of the pupils may be maintained and that mere rote singing of the exercises learned in former grades may be prevented.

The keys of A, A flat, and E should be taught in a manner similar to that used in the preceding grades. Flat seven from the tone below should be introduced and compared with 3, 4, 3 on the same pitch. Dictation and ear tests on flat 7 should be given and used in songs and exercises for reading.

Pupils should sing songs at sight without first using "singing names." In case of difficult intervals they may be prepared by preliminary drill.

Grade 4B.

Development of chromatic tones as they occur in songs and melodic exercises; continuation of the study of the nine ordinary keys, with their signatures; the dotted quarter-note in two-part, three-part, and four-part measure; explanation of the meaning and use of all signs of expression and of phrasing as they occur; writing easy melodic phrases from hearing.

Any and all chromatic tones may be developed in accordance with the method employed in teaching sharp four and flat seven. No regular order need be followed, but the chromatic tones should be taught as they occur in the songs or exercises of the grade.

The sight singing material should be so selected as to vary the keys constantly. In case it should be found necessary to sing songs in the keys of B or D flat major, keys which have not yet been regularly introduced, the pitch names and signatures may be taught as they occur. The reading in these keys will offer no difficulty to the pupils, inasmuch as the position of the degrees on the staff corresponds exactly with those of the keys B flat and D, respectively.

The dotted quarter and eighth in 2-4, 3-4, and 4-4

time should be developed by analytic and synthetic method. Frequent drills should be given and applications made in sight reading.

The exercises in writing should now include melodic phrases in different keys, and in any of the rhythms hitherto studied.

Grade 5A.

Development of rhythm, including syncopations and subdivisions of the metrical unit into three parts (triplets) and four parts in various forms; writing of scales with their signatures, employing different rhythms; song interpretation.

Special attention should be given to the study and thoro practice of rhythm, including the various forms of syncopation and the subdivision of the metrical unit into three and four parts. These subdivisions should be explained analytically and practiced in the various forms in which they may appear. Pupils should learn to recognize quickly the notes which fall on the beats. They should grasp the meaning of the song and the spirit of its melody, and should be encouraged as fast as possible to interpret songs.

Grade 5B.

Development of the minor scale; songs for two voice-parts; writing of easy melodies with words from hearing.

The minor scale should be developed from the natural form (6 to 6 of the major scale), adding sharp 5 for the harmonic minor and sharp 4, sharp 5, for the melodic minor, ascending form. Dictation exercises should be given in all three forms, and exercises and songs should be used in minor keys. Very easy melodies with words may now be given for exercise in writing from hearing.

Grade 6A.

Sight singing in unison and in two voice-parts, also in three parts where possible, with voices classified if changing; chromatic tones approached by skips; writing of melodies with words from hearing, introducing chromatic tones by stepwise progressions.

The voices should be classified, if changing; the pupils should be seated accordingly.

Chromatic tones should be approached from any tone of the scale. Dictation exercises introducing these skips may be introduced in the following manner: 1-3-2-3; 5-2-3; etc.

Exercises in writing should be continued. Ascending chromatic tones should be preceded by the next scale tone above, the descending chromatic tones by the next scale tone below.

Sight singing should be continued diligently.

Grade 6B.

Study of diatonic intervals as such; the construction of the major scale; general review of all preceding work.

The knowledge of intervals as such should now be applied to the construction of the major scale in accordance with the intervals which form the successive steps.

The review should include practice in all the melodic and rhythmic features studied during the two preceding years.

Grade 7A.

Songs in unison, two voice-part and three voice-part singing with classified voices; exercises in singing, using bass clef; writing of diatonic intervals from hearing; construction of the minor scale.

Voices should be classified and care should be used in the treatment of changed voices. The bass clef, showing the change in pitch names of the staff degrees, should be introduced. Easy examples in the bass clef should be used.

Intervals should be dictated and written from hearing. The construction of the minor scale should be de-

terminated by establishing the intervals which form the successive steps.

Grade 7B.

Study and writing of tonic, dominant, and subdominant triads in major keys; sight singing of songs in unison, and in two voice-parts and three voice-parts with words.

The chords occurring most frequently in three-part harmony should be recognized as such, and named by the pupils. The principal harmonies of a key, based upon the first tone or tonic, the fifth tone or dominant, and the fourth tone (the fifth below the key note), or subdominant, should be taught.

The three elements of which these harmonies are composed may be placed in any position relative to each other. So long as the elements remain unchanged the harmony remains the tonic triad. The elements may be doubled. The pupils should be directed to find the triads in the part songs they sing, and should write the three principal triads, as they are called, of the key of each song as it is taken up.

Grade 8A.

Study and writing of tonic, dominant, and subdominant triads in minor keys, and of the diminished triads on the leading tone in major and minor, with its resolution; sight singing continued; special attention to changed voices.

The principal triads of the minor key found on 1, the tonic, 5, the dominant, and 4, the subdominant, should be taught. Attention should be called to the tonic or key note of the minor scale, called 6, not 1; the dominant, 3, and the subdominant, 2. With these degrees as the basis it will be seen that the tonic triad in minor is 6-8-3, the subdominant, 2-4-6, and the dominant, 3-5-7.

The triad based upon the seventh degree of the major or minor scale and containing the elements 7-2-4, requires a progression to another chord, the tonic triad. The natural tendency of seven (sometimes called the leading tone of the scale) is to progress to eight; the tendency of four is to progress to three, and so a satisfactory progression, or resolution, to the tonic triad is secured.

The pupils of this grade are likely to have developed the voice range and quality which makes it desirable to place them permanently into the soprano, alto, or bass parts. In the case of boys whose voices are in process of changing great care should be taken not to permit their voices to be strained. Such boys should be permitted to sing very gently and within a limited range suited to their ability.

Grade 8B.

Study and writing of triads on the second, third, and sixth degree, and of the dominant chord of the seventh with its resolution; choral singing.

Triads on the second, third, and sixth degree:

In major, 2-4-6; 3-5-7; 6-8-3.

In minor, 7-2-4; 1-3-5; 4-6-8.

It is only necessary that pupils in this grade shall recognize those chords when they occur in the songs and name them correctly.

Another chord which should be known to the pupils on account of the frequency of its occurrence and its importance to the key is based on the dominant, and has four elements, namely, 5-7-2-4. With the final tonic chord it usually forms the closing cadence of a musical composition.



Under date of June 25, THE SCHOOL JOURNAL will issue its Thirty-fourth Annual Summer Number. It will commemorate at the same time the thirtieth anniversary of the present publishers. For it was in 1874 that Dr. Amos M. Kellogg became the owner of the periodical around which have grown the many other educational enterprises now represented by the house of E. L. Kellogg & Co.

The Heavens in June.

On June 21, at 3:35 P. M., the earth will enter the Sign of Cancer, and the summer season will begin. On this, longest day of the year, the sun will rise at 4:29 A. M. and set at 7:34 P. M., giving over fifteen hours of sunshine. There will, in addition, be more than two hours of twilight in the morning and also in the evening. Further north the hours of darkness will be even shorter, and further still the twilight of evening will merge into the morning, while within the Arctic circle the sun will not pass below the horizon.

As the sun sets late and twilight lingers long, it is not possible to see the stars at their best until about 10 o'clock. When we look at the skies at that hour we see what appears to be a white cloud faintly illuminated from some mysterious source. A closer look shows several bright stars shining from its depths, the splendidly rich portion of the Milky Way which is comprised in the constellation Cygnus. For a few months we have seen but little of the Milky Way, but for a time it will be in position for observation, with its richest fields in conspicuous views.

This particularly bright region is at the northern beginning of the rift in the Milky Way. The bright star Deneb is directly at the edge of this rift, and is the head of the Northern Cross, a remarkable figure of six stars in the form of a Roman cross.

Near the Milky Way and higher up we see the Lyre, a small but beautiful constellation. Vega is also in this constellation, which is further marked by a small quadrilateral adjoining the bright star. A small star outside this quadrilateral forms a triangle with Vega and the nearest corner star. On the other side of the Milky Way, at about the same distance, is the bright star Altair in the constellation Aquila. In the southeast we see the star Antares in the constellation of the Scorpion.

Over toward the horizon in the west are Castor and Pollux. These are two bright stars of nearly equal magnitude about ten moon-breadths apart. Their alignment is now almost parallel to the horizon. Castor is the more northerly.

The Big Dipper is past the meridian, the bowl dipping toward the west and the handle pointing up toward the bright star Arcturus, now in midheaven—a little higher than is the sun at noon. Near Arcturus is the semicircle of the Northern Crown. Between this constellation and that of the Lyre lies the vast, shapeless constellation of Hercules.

In the western sky is the constellation of the Lion, now seen to good advantage. It is a large but distinct constellation, the western extremity marked by the Sickle, with the first magnitude star Regulus in the end of the handle. At the eastern extremity is the bright second magnitude star Denebola, associated with two nearby stars in a triangle. Arcturus, Denebola, and Spica—the last in the constellation of the Virgin—form a triangle, with Spica at the southern angle. Saturn rises at midnight at the beginning of the month, but at its close will rise at 10 o'clock. He begins on June 1 his annual retrograde motion, which will continue until late in October. Jupiter rises at 2 A. M. at the beginning of the month, and an hour and a half earlier toward its end. Mars and Venus are both too close to the sun to permit observation without instrument.

On the morning of June 8, and one or two mornings before and after, it will be possible, if the atmosphere is very clear, to see the planet Mercury. Look from an hour to an hour and a half before sunrise near the horizon where the sun is soon to appear. If with naked eye or opera-glass you are able to pick up a star, it is certain to be the planet of which you are in search.



To read THE SCHOOL JOURNAL is an inspiration. I am recommending it to my friends.
New York. HIRAM J. BALDWIN.

Ancient and Modern History.

Two years ago, Professor Willis Mason West published his *Ancient History to the Death of Charlemagne*. This year he has brought out his *Modern History*. The two volumes thus comprise within the compass of some eleven hundred pages an account of general or, as it used to be styled, universal history. This division of general history into the two periods, ancient and modern, rather than into three, ancient, medieval, and modern, is an interesting and significant departure. The date selected as the dividing line between the two great periods is also interesting. Owing to the vast range and to the closer connection of modern history with our own present affairs, it was doubtless a book-making necessity not to fix the date four or five centuries earlier, thus reducing the size of the first volume and inconveniently increasing that of the second. Whether this commercial consideration comports also with sound historical philosophy, space is wanting to discuss adequately.

In our historical courses in high schools and academies we find at the present time the following subjects:—American history, English history, French history, Greek and Roman history, general history, ancient history, medieval history, modern history, and history of commerce. Even small high schools sometimes offer nearly all of these subjects, devoting to each a full year of time. It may indeed gravely be doubted whether the public high school or the academy is justified in offering so many courses in history and whether the pupils actually gain in knowledge and in insight thereby more than in schools with less courses. General history seems to resemble physical geography in that either may be offered at the beginning or at the end of their respective courses, history and science, and neither seems to fit properly at any point within the courses. Moreover, many good reasons may be offered why one year courses in neither of these encyclopedic subjects should be included in secondary instruction. The discussion of these several questions, however, belongs rather in a pedagogical article than in a book review.

Familiarity with the earlier volume by West thru a period of nearly two years leads me to call particular attention to its pedagogical qualities. The book is extremely well and closely organized; it is typically a text-book in plan in detail. The introductory matter is a philosophical preparation, not too difficult, for the later chronological matter. The author's scholarship is modern. He seems to know what a great many other historical text-book writers seem not to know, that a good deal of "history" as written years ago is distinctly not history at all. The proportion of space assigned to Egypt, Mesopotamia, Phoenicia, Greece, Rome, Italy, The Greek Empire, The Teutons, and the Empire of Charlemagne is that which will prove most profitable to the pupil. The maps and illustrations are well made and of pedagogical value.

That style should be a matter of educational concern is not always sufficiently regarded by publishers and by superintendents in selecting texts. Long words, complicated sentences, thoroly individual characteristics, do not necessarily make a book hard to read or to study. I have seen many a book condemned upon these mechanical standards that is read with delight by boys and girls. A good text-book style does not differ radically from a good literary style, and the three principles of literature are applicable to text-books, clearness, force, beauty. The only difference is that in a text-book clearness is relatively more important and beauty less important than in an ordinary book. The two volumes by Professor West are characterized thruout by these three qualities, especially the first and second.

Regarding the second volume, that upon *Modern History*, I note that it deals chiefly with the period from the beginning of the French Revolution until now. For many years I have been saying and writing that if a boy or a girl can study only one history, it should be American history; if only two, world history since 1750.

This second text carries out with singular closeness in thought the plan that I have been advocating.

In justice to both author and publisher, I desire to call especial attention to the notes, exercises, authorities, and apperfixes. These are all thoro and well considered. They will justify the immense labor doubtless spent upon them, for their practical utility is unquestionably great.

A competent boy or girl who with a good teacher spends two years of four recitations a week upon the complete course offered in these two books will know more history and will understand it better than nine-tenths of the editors of newspapers and of the legislators who are advising about and making the laws of this nation. In the final analysis, it is knowledge and appreciation of history that make the citizen. The mind of a man is truly instructed and educated, clothed and furnished for the conditions of modern life when he knows what that life is, its origins, processes, forces, and tendencies. Any time spent upon books as good as these is time well spent in preparation for citizenship.

[Ancient History, 1902; Modern History, 1904. Leather backs. Indexes. Allyn & Bacon, Boston.]

W. E. CHANCELLOR.

Geographic Congress.

The committee of arrangements of the eighth International Geographic Congress has extended a cordial invitation to school superintendents and to teachers of geography in normal, high, and elementary schools thruout the United States to take membership in the Congress and to attend any or all of its sessions. Previous meetings of the Congress have been held in various European capitals. The session of 1904 is the first to be held in the New World.

The Congress will convene in Washington, where sessions will be held on Sept. 8, 9, and 10, under the auspices of the National Geographic Society. Sept. 12 will be spent in Philadelphia with the Geographical Society of that city. On Sept. 13 and 14 sessions will be held in New York under the auspices of the American Geographical Society, and on Sept. 15 an excursion up the Hudson will be given by that society.

September 16 will be passed at Niagara. On Sept. 17 the Congress will be the guests of the Geographical Society of Chicago. On Sept. 19 and the following days the Congress will take part in the sessions of the geographical sections of the Congress of Science and Arts at the World's Fair, St. Louis. After adjournment an excursion is planned to Mexico and the Grand Canyon of Arizona.

It is particularly desired that many American teachers of geography shall take part in the congress. It is believed that the time thus spent will be profitable, not only from the value of papers and discussions during the sessions, but in no less degree from the advantage of personal intercourse with the geographers of Europe and America, whom the congress will bring together.

One or more sectional meetings will be devoted to the educational aspects of geography, and contributions on this branch of the subject are desired from experienced teachers. The titles of such papers may be sent to Prof. R. E. Dodge, Teachers College, New York city. Titles of papers on other subjects may be sent to Prof. W. M. Davis, Cambridge, Mass. Circulars concerning the congress may be had on addressing the Eighth International Geographic Congress, Hubbard Memorial Hall, Washington, D. C.

Prof. George T. Ladd, since 1881 the head of the department of philosophy in Yale university, has resigned to devote himself to research work and to writing. He has acquired a world-wide reputation as a psychologist and philosopher. Among the many honors conferred upon him is the decoration of the Order of the Rising Sun by the Emperor of Japan. By the laws of the university, Dr. Ladd is entitled to a permanent pension after retiring.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING JUNE 11, 1904.

Special attention is called to the important paper by Dr. Poland on the principles that must govern the selection of text-books. Editorial comments must be deferred to a later date. Suffice it to say here that the practical aspects are overwhelmingly in favor of Dr. Poland's position. A limited and fixed list of books adopted for a definite period of time and a generous supplementary list—this is the most satisfactory plan. A good teacher will know how to use the authorized text to the best advantage, and if local conditions of the district would seem to demand special helps, the supplementary books will readily supply the need. The taxpayer's money must be economically expended, and small "graft" reduced to a minimum. The supreme consideration, however, must be here as everywhere the best interests of the children.

Objects of Dr. Rice's Research.

A welcome aid toward the discussion of the science and art aspects of education, begun in these pages a few weeks since, comes in the shape of an interview with Dr. J. M. Rice which appeared in a recent number of the *New York Sun*. This informal presentation of the ideas for which the Society of Educational Research stands and for whose discovery and dissemination the educational world is indebted to Dr. Rice, outlines the issues at stake with clearness and strength. It throws considerable light upon the efforts made to "mechanize" teaching. The investigations undertaken by Dr. Rice have already raised a number of important practical problems into prominence, which have heretofore been neglected. What solutions we may expect to derive from them is best told in the words of the interview.

"The queerest thing about these investigations," said Dr. Rice, "is the way they upset preconceived theories: hoary traditions, dear to the American heart.

"For instance, they prove that politics has nothing to do with the efficiency or inefficiency of schools. I have got some of my best results in cities which admittedly reeked with corruption, and I have found some of the weakest schools in cities in which the school board was absolutely irreproachable.

"The reason is, that we have no standard to-day of educational results. When we get teaching power we get it entirely by chance. The man who gets his job by a pull may have it, and the man who is employed by strictly legitimate methods may not have it.

"We judge teachers and principals not by results, but by preparation, because we don't know what results to demand, or how to find out if those results have been attained.

"These figures prove again that home environment has nothing to do with the child's mental power. I have found some of the strongest schools in foreign sections where the parents could not speak English and were the poorest of the poor; and some of the weakest ones in quarters where the children were of the best American parentage.

"Again, results differ very widely in schools in the same section, only a few blocks apart, with children of the same age and environment. The equipment has nothing to do with it. Good results come from poorly equipped schools, and vice versa.

"What, then, produces good results in schools? Obviously, teaching power in the teacher.

"This seems to bring it down to the individual teacher. But here again I met a surprise.

"Teachers in the same schools, when marked accord-

ing to results obtained in their classes, may run from 30 to 60, and from 60 to 90. But here is the remarkable thing. In a school in which the lowest teacher was marked 30 I have never found a teacher running as high as 90. And in a school in which the most efficient teacher was marked 90 I have never known a teacher to be marked as low as 30.

"Now, look at this printed table. You will see that the schools fall practically into two divisions.

"In the upper division, which I call the strong schools, the teachers are marked from about 60 to about 90. In the lower division, which I call the weak schools, the teachers run uniformly from about 30 to about 60. In short, the best teacher in a weak school is usually about equal to the poorest teacher in a strong school.

"Here is my table of results in arithmetic. In the schools which I classify as weak schools there were 39 different classes. Only three of those thirty-nine teachers ran their class average above the lowest average in the strong schools; and in those three cases, as you can see, it was not very far above that lowest average.

"What does this mean? It means that the general efficiency of the school depends on the principal.

"He is the only person who influences the efficiency of the school as a whole. It isn't the superintendent, because schools in the same city vary enormously. It isn't the equipment, because some poorly equipped schools show better results than others that are magnificently equipped. It is not politics, for the reason that I have already given you. It isn't the individual teachers, because in that case you would find no such rule as to the variations between teachers as I have shown.

"It is the ability of the principal to call out the teaching power in his teachers that tells. He may not teach anything himself, but he should know how to get the right kind of teaching out of those teachers.

"I have tabulated results from 19 schools, containing 6,000 children, in arithmetic. The highest school stood 94 per cent. in general average, the lowest 11.

"How did I make the test? Well, here is one of the problems I gave. If coffee sold at 33 cents a pound makes a profit of 10 per cent., at what price must it be sold to make a profit of 20 per cent.?

"I gave that to children studying percentage. Now the children of one school gave an average of 11 per cent. on that problem. Another school, with children of the same age and the same general environment, had an average of 94 per cent. What explanation can there be of the difference except poor teaching?

"If one-third of the schools reach a certain standard on that problem, why should not the other two-thirds be required to reach it also? The trouble is that neither the public nor the school authorities know what standard they have a right to demand. There are no standards.

"We don't know what we can reasonably demand from children of any given age. And there is no way to find it out except from the children themselves. Give a sufficient number of them, selected from all kinds of environment, the same tests, average the results, and you will find what can reasonably be demanded of all children of that age and what you have a right to demand of teachers and principals.

"The pinch comes in on the character of the test. Many very earnest educators have revolted, and justly, against the old-fashioned examination. But this examination is a test, not of what children have been over and committed to memory, but of power gained.

"In my English tests I never gave a question on a rule of grammar. I never gave a sentence to parse. I read a little story, and asked the children to reproduce it then and there in their own language.

"I tested twenty-two schools, containing 8,300 children, in different cities, on the same story. Now look at that city, ninth on the list. In that class only 6 per cent. of the children were of American parentage. And the twenty-second, lowest of all, had 37 per cent. of American parentage. Here are two schools almost alike, numbers 13 and 14. The thirteenth had 15 per cent. of

American parentage, and the fourteenth, 85 per cent.

"What does this prove? It proves that home environment has no influence on written English. It influences spoken English, but, as for written English, I obtained just as good results from poverty stricken foreign quarters as from good American ones. It seems impossible, but it is true.

"These investigations demonstrate the public schools to be of even greater importance than we have believed them. They show that an even greater measure of juvenile development is due to them.

"Often of two schools in a foreign quarter the pupils in one would uniformly write much better English than those in another. What does that show? It shows that some principals understand how to get good teaching of English out of their teachers.

"Look at these two schools. The fourth grade pupils of one are marked the same as the eighth grade of another on the same story. Both schools were in good, middle class American quarters. Yet children of 9 or 10 in one did as well as those of 13 or 14 in another.

"The spelling test developed some very curious results, quite unexpected by myself. I tested ninety-five classes, including 3,300 children, in nineteen different cities. The averages gained in all mixed schools varied only from 80.2 per cent. to 88 per cent.

"This seems to argue that when humanity is massed it averages up about the same everywhere in spelling. But here is a still further element of queeriness.

"While the results with ninety-five different classes show less than 8 per cent. of variation, the time given to spelling varied from 5 to 55 minutes a day. And there seemed to be no connection at all between the time given and the results obtained.

"In the class getting the highest average, 88 per cent., the time given was only 6 minutes a day; and in the lowest it was 5; and in between it ranged all the way from this to 20, 30, 40, and 55 minutes a day, the last in a school in which the principal was bound to have good spellers or die in the attempt.

"This curious fact demonstrates that about the same amount of inherent ability to spell resides in any group of children, selected at random, and that if you can't develop that ability with 15 minutes a day, you won't do it with 50.

"I don't pretend to explain these things; I leave that to the psychologists. I am merely stating facts.

"One other interesting result of the spelling test was that the lowest girls' school tested ranked above the highest boys' or mixed school. Girls' schools always average above boys' schools in spelling. There is no exception.

"That opens up other interesting possibilities of research along this line. By the simple expedient of subjecting large masses of children, representing every variety of environment, to the same test and tabulating results we can definitely settle the age-long contest as to the respective powers and tendencies of the masculine and the feminine mind. It is now a matter of opinion only. We can get it into figures.

"I have worked out the averages only in spelling. I am confident that the girls also surpass the boys in English. In arithmetic I will offer no opinion until I have figured out the averages—a simple but exhausting matter of going thru 6,000 examination papers.

"The matter of home study, a vexed question with the public, particularly with mothers, can be settled by this method. Schools which demand no home study get as good results as others which have a great deal.

"The bureau will have a permanent exhibit of tabulated results. A teacher can come in from anywhere and say, 'I have a class averaging 14 years in age, containing thirty Americans and twenty-five foreigners. What average ought I to be able to reach in arithmetic?' The tables will show her, say, 82 per cent. Then she can turn to the examination papers and find out what test secured that average and what the children wrote

in answer. It will make definite standards to go by.

"The bureau, by means of special committees, will carry the investigation into every branch, from the kindergarten to the college. The same definite standards can be secured in all the arts, sciences, and languages as have been secured in spelling, arithmetic, and English.

"Should these theories come to be understood and accepted it would change the whole system of employing teachers. Examination of teachers would fall into disuse.

"When you want a photograph taken do you ask a man where he learned his trade or make him explain the theory of his art? No; you look at the photographs he has taken.

"Under the new conditions outlined the teacher would simply refer to her averages, on record in the schools where she had taught. If these were satisfactory, the board or the superintendent would have only to see her to pass on her personality.

"In the case of a teacher applying for her first place, the examination would also be nonsense. If a young fellow applies to a manufacturer for employment as a salesman, can the employer tell by any examination he can give him whether he can sell goods or not? The only way to know whether a man can sell goods is by the orders he sends in.

"So with a young teacher. There is no way to find out if she can teach, except by letting her teach.

"This system would furnish a means of righting an injustice by which at present many good teachers have to teach for the same salary as many poor ones, just because they teach the same grade. The teacher's salary should depend upon her class average.

"Again, all this discussion as to the relative merits of men and women, as principals or in the school-room, could be settled, figures would show the results attained.

"What the public wants is teaching power, whether in man or woman, married or single. What the children in the United States have a right to is equal educational advantages. They are not getting them now. They may be getting very different advantages simply by going to school on Avenue A instead of Avenue B. By this system the comparative merits of public and private schools and public and parochial schools could be adequately tested.

"In all this it must be understood that the rural schools, North and South, have not been touched on. That's another problem. Neither has the spirit of the school been taken into consideration.

"This spirit of the school is an indefinable but very real thing. If you go into some schools you will find a delightful mental atmosphere. There is sympathy and good will between the pupils and teachers. The discipline is apparently maintained without effort, the children are interested in their work and fond of the teacher.

"Such schools are always the ones which impress the lay visitor as beautiful. Yet they do not necessarily develop mental power in the children. Some of them are strong and some weak in the production of mental power.

"Now, some may say that this spirit of the school, and the character it develops in the children, is just as important as the direct results of teaching. I am not disputing that. That's another question.

"I am simply going upon the basis that the primary object of popular education is the development of power in the child; power to think, to reason, to express, and to do. Doubtless a beautiful spirit in the school will help to develop this power. But it does not necessarily insure it.

"At present the public schools of the United States are getting teaching power on the part of their teachers purely at haphazard. The Society for Educational Research means to demonstrate and set down in black and white what degree of mental power can reasonably be demanded of children of a given age in a given amount of time. Then school authorities and the public will know what they can reasonably demand of teachers and principals."

Tunneling the Alps.

For the fourth time in thirty-four years a passage way has been dug thru the Alps. Early last month the Swiss and Italian workmen who have been picking away at the opposite ends of the Simplon tunnel since the end of 1888 knocked down the last rock that separated them. They have been engaged five and a half years in the work. The greatest impediments have been heat and water. For the first three months of 1902 the work on the Italian side progressed only about fifty feet on account of the springs that were tapped admitting water at the rate of 1,200 liters a second; and it was some time before means were found for controlling the floods.

The heat has many times been prostrating. The temperature was often between 95° and 107° Fahrenheit. So intense was the heat that many of the workmen were unable to endure eight hours of labor. The miners, when taken out of the tunnel at the end of their day's work, were not exposed to the open air, but entered a warm building where they remained for some time before venturing into the outer atmosphere.

In spite of all obstacles the work progressed more rapidly than in any other of the Alpine tunnels. The Mount Cenis tunnel in France is nearly eight miles long and took fourteen years in construction. The St. Gothard tunnel, nine and a quarter miles long, was pierced thru after nine and a half years. The Aarberg, six and a half miles long, was completely finished in three and a half years. The new Simplon tunnel is twelve and a half miles long and reduces the altitude reached by train considerably. Its greatest altitude is 2,314 feet above the sea—1,474 feet less than the St. Gothard. All trains in the Mount Cenis tunnel attain an altitude of 4,248 feet, and in the Aarberg 4,300 feet.

King Cotton.

Cotton and its products will bring more than 400 million dollars into the United States from other parts of the world in the fiscal year which ends with next month. Last year the total exports of cotton and its products amounted to 376 millions of dollars, and a statement just issued by the department of commerce and labor thru its bureau of statistics shows that in raw cotton alone the total for the present year exceeds the figures of last year by nearly 50 million dollars, thus indicating that the grand total of cotton and its products exported will exceed 400 million dollars in value.

The products of cotton other than the raw cotton fiber which go to form this enormous total, far exceeding in value that of any other single crop exported, are cotton-seed oil, cotton seed meal, cotton waste, cotton seed in the natural state, and cotton manufactures. In cotton-seed oil and cotton-seed meal the growth in exports during recent years has been very great, and their exports now amount to more than 25 million dollars annually, while but a comparatively short time ago the cotton seed from which they are manufactured was considered valueless. The value of cotton-seed oil exported from the United States last year was over 14 million dollars. In the present year the figure falls somewhat below that of last year, owing to the large home demand, and something of a falling off in the demand from abroad.

The value of cotton-seed oil exported from the United States during the past decade aggregates a round 105 millions of dollars. In 1889 the total value of cotton-seed oil exported amounted to only a little over 1 million dollars. In 1890, however, it was over 5 millions; in 1895, 6 millions; by 1900 it had grown to 14 millions, and in 1903 it was 14½ millions.

Cotton-seed meal is another article of comparatively recent development in our export trade. Prior to 1894 the amount exported was not considered of sufficient importance to justify its separate statement in the list of articles exported from the United States. In 1895 the total was about 4 million dollars; in 1898, it was 8

millions; in 1900, 11 millions, and by 1903 had grown to 12½ millions.

The European countries are the chief consumers of both of these newly developed classes of products from cotton seed. Of the 14 million dollars' worth of cotton-seed oil exported in the fiscal year 1903, over 2½ million dollars' worth went to France, over 3½ millions to Netherlands, nearly 1½ millions to Austria-Hungary, more than 1½ millions to Germany, and about 1½ million dollars' worth to other European countries, principally the United Kingdom. Mexico, Brazil, and other tropical countries also take considerable quantities of cotton-seed oil, which is a substitute in many cases for olive oil, formerly imported largely into those countries. To Mexico the exports of cotton-seed oil in 1903 were over 1 million dollars in value, and have ranged at about that figure for several years.

Cotton-seed meal, the other recently developed product from what was formerly considered waste material, is also chiefly exported to Europe after supplying the demands of the home market.

Of oil cake and oil-cake meal exported from the United States last year, amounting to nearly 20 million dollars (of which 12½ millions was from cotton seed), 4½ million dollars' worth went to Germany, 4 millions to Belgium, 3½ millions to Netherlands, and a little less than 3½ millions to the United Kingdom.

Cotton manufactures form another important class in this general group of cotton and its products exported. The total value of cotton manufacturers exported during the present year will fall materially below that of last year, partly by reason of the high price of cotton and partly by reason of conditions in the Orient, to which a large proportion of the cotton cloths exported from the United States in recent years has been sent. Our total exports of cotton manufactures had never reached as much as 10 million dollars prior to 1877. By 1887 the total amounted to practically 15 million dollars; by 1897 to 21 millions; and in 1903 to 32 millions. In the present fiscal year the total will probably not exceed 25 million dollars in value.

In the nine months ending with March the total exportation of cotton manufactures was about 8 millions below that of the corresponding months of last year, and 7½ millions of this reduction was in the exports to China, where domestic manufacture of cotton is increasing somewhat and imports from India and Japan are becoming more competitive each year. This is especially true in years of high prices, such as that of 1903. The shorter staple cotton of India proves very acceptable for use in the class of goods largely utilized in China, and this fact explains, in part at least, the reduction in our exports of this class of goods to China in a year of such high prices for cotton.

Philippine Census.

The population of the Philippine islands, according to the census recently completed, is 7,635,426, of which 647,740 are classified as wild and uncivilized, altho not without some knowledge of the domestic arts. This is the first accurate enumeration of the Filipinos ever made. The most populous island is Luzon, which contains a total of 3,798,507, of whom 223,506 are wild. Panay is next with 743,646, of whom 14,933 are wild. Cebu stands third with 592,247, all civilized; Mindanao is fourth with 499,634, of whom 252,940 are wild. Jolo, with 44,718 inhabitants, contains only 1,270 who are civilized, and the province of Cotabato, with 125,875 people, has but 2,313 civilized. The city of Manila contains 219,028 inhabitants.

The aborigines of the Philippines are believed to be the Negritos, of whom 23,000 remain. They are distributed over many of the provinces, and live in a primitive state, having no fixed habitations or occupations. They are short in stature, the males averaging only four feet ten inches, and the females even less. Their color is black, the hair is bushy, and the toes are remarkably

prehensile. These people the report says, approach as nearly to the conception of primitive man as any people thus far discovered. Their origin is obscure, but from the fact that similar types are found in the Malay peninsula and on the islands of the Bay of Bengal, it is concluded that they once occupied the entire Malay archipelago.

Of the other wild tribes, the most important are the Ingorotes, in northern Luzon. The members of one of the branches of this tribe are said to be the most famous of head hunters. In Mindanao are seventeen wild tribes, nearly all of which have the beliefs and ceremonial customs of savages. They not only take the heads of vanquished enemies, but the hands and hearts as well and offer human sacrifices to their deities.

The civilized Filipinos are divided into eight tribes, the most numerous of which is the Visayan. While the great mass of the people are Malays and had common origin, there is a great difference in their written and spoken languages, but not much in their customs. For such progress as they have made they are indebted somewhat to the Chinese, with whom they came in contact hundreds of years ago, before the arrival of the Spanish, and since then to the religious orders, which contributed largely to their civilization and education.

Training the Girl to Think.

President Charles F. Thwing, of Western Reserve University, writes with sympathy and authority in the current *Harper's Weekly* on the subject "How Shall I Educate My Daughter?"—a companion article to one by him in a recent issue on the education of a boy. President Thwing believes in college education for girls. He argues that, altho there is small chance that a girl will become a scholar, there is a chance that she may become a thinker; and he would have her power of thinking developed. Her thinking, he says, should have "the exactness of intellectual discrimination, the fulness of noble scholarship;" it should embody "a culture which is at once emotional and æsthetic and ethical, as well as intellectual;" it should be "delicate without being whimsical, vigorous without being boisterous, large without being visionary, noble without unworthy ambition, solid without stolidity, fresh without girlishness." To create a thinker of such a sort, he believes, is the primary purpose of the college for girls. And his conclusion is that a better use cannot be made of the four years following the age of seventeen or eighteen than to have her go to college.

"Scholarship," says Dr. Thwing, "is a purpose commonly held in the school and college for boys." Altho not one boy in a thousand will become a scholar, yet it is well that the purpose is general. If one boy in a thousand becomes a scholar, one girl in ten thousand becomes a scholar. Small is the chance that my boy will become a scholar, and so infinitesimal is the chance that my daughter will become a scholar that I have the right, and perhaps am bound by the duty, of eliminating it from my calculations. But if my daughter cannot become a scholar, there is one thing which my daughter may become: she may become a thinker. It is as much more important, as it is more probable. For the opportunities for the use of scholarship are few, sporadic; but the opportunities for the use of the power of thinking are constant. In no better way can I prepare my daughter to undertake the joys and responsibilities of the headship of a home, either for herself alone or for herself in combination with others, than by making her a thinker. The appreciation of others' needs is most readily secured by thinking. Wise thoughtfulness saves, or helps to save, one from selfishness. Effective economy, or economic efficiency, is the result of discrimination and discrimination is a form of thinking. Attention to details is primarily an intellectual quality. The largeness of conception which my daughter should embody in her life in the home represents the power of thought. Therefore I wish my daughter to think."

The past, present and future of Hood's Sarsaparilla are: It has cured, it is curing, it will cure.

Higher Education of Women.

At the recent convention of the National Federation of Women's Clubs President Thomas, of Bryn Mawr college, made a notable address in support of the higher education of women. She said:

"The members of the Mosely Commission think the United States is in grave danger of losing its intellectual and commercial supremacy among nations—because in our public high schools less than twenty-eight per cent. of all teachers are men, and not only girls, but boys, are taught by women teachers, incapable by reason of their slavish inheritance of independent thought. They also think that our system of school and college education is insidiously undermining masculine supremacy—in other words, they agree with Professor Münsterberg of Harvard that the effemination of the American Nation is accomplishing itself with disastrous results to our civilization.

"Those of us who understand American conditions better are beginning to realize that our success is due precisely to this fact, so bitterly resented by our English, German, and French rivals, who are studying us to discover why our competition is driving their industrial products from markets of the world, and why we are the richest and most prosperous of nations. In the United States, for the first time in the history of the world, the girls of a great nation, especially of the poorer classes, have from their earliest infancy to the age of eighteen or nineteen received the same education as the boys, and the ladder leading, in Huxley's words, from the gutter to the university is climbed as easily by a girl as by a boy.

"Our commercial rivals could probably take no one step that would so tend to place them on a level with American competition as to open to girls without distinction all their elementary and secondary schools for boys. In 1902, girls formed 58.79 per cent. of all pupils in the public secondary schools of the United States, and 13 per cent. of girls in these high schools complete the school course as against 10½ per cent. of boys.

"It seems to have been decided in the United States by all classes, except the wealthiest class, that girls shall have a high school education, even if boys must be taken from the grammar school and set to work; and that, whenever it is financially possible, these same girls shall also have a college education to fit them for self-support. If there must be a choice the girl is sent to college rather than the boy. Only thus can we explain the steady increase of women over men in colleges.

"The intelligent and progressive Western parents, whether farmers or artisans, have grasped the principle that college education is the best conceivable inheritance to give their boys and girls; whereas in the East it is the sons of parents of social position and wealth who are without exception sent to college, and far more seldom the sons of poorer parents; and when girls are sent it is the parents of the intermediate classes rather than the very poor or the very rich who are fitting their girls to meet present conditions of industrial and intellectual competition. Unless those of us who live east of the Alleghenies recognize the supreme value of a college education to both women and men of all classes before it is too late the scepter of intellectual and commercial supremacy will surely pass from the East to the West.

"We are face to face with the same issue in women's education. Unless women of the richer classes are sent to college more generally the leadership in all things affecting women in the twentieth century will pass into the hands of the women who have had a college education.

"Up to the present moment, despite the overwhelming increase in women's college education, the college women do not, as a rule, come from the leisured classes. A few facts will prove this conclusively. The Association of Collegiate Alumnae is just about to publish a statistical investigation of college women who have taken their degrees between 1869 and 1898. This investigation deals with 3,636 women, with one-third, that is to say, of all the women graduated from the twenty-two most advanced colleges in the United States during this period—only one-third because only one-third chose to reply to the questions sent out.

"Of these 26 per cent. come from families whose total income while their daughters were in college was less than \$1,200; and 46 per cent. come from families whose total income during the same time did not exceed \$2,500. Of the total number of women graduates, over 73½ per cent. have at some time engaged in remunerative occupations, and of their nearest women relatives who had not been to college over 50 per cent. had at some time engaged in remunerative occupations; and for both classes this remunerative work is, of course, teaching.

"Of these 3,636 women only 12 per cent. were prepared exclusively by private schools. These statistics speak for themselves. College women in the past have not come from the leisured class; by the leisured class we mean, in America, the class whose men work harder than any other men in the excitement of professional and commercial rivalry,

but whose women constitute the only leisured class we have, and the most leisured class in all the world.

"We must never lose sight of the social classes we are dealing with in considering the truly wonderful results of women's education. Let us take the marriage of college women, about which so much arrant folly has been talked. If anything in the world is proved it is that a girl's going to college for four years does not affect her marriage any more than a man's going to college affects his marriage. Why, then, do only about 50 per cent. of college women marry? Because the college women of the past have come from the classes in which only 50 per cent. of women do marry.

"College has nothing whatever to do with it, except, perhaps, to give college women the intelligence to select their husbands a trifle more sensibly. Statistics collected in England and in this country show that about 50 per cent. of the sisters and cousins of college graduates, who have not themselves been to college, marry, and that about 50 per cent. of college graduates marry. It is interesting to note as an indication of the greater power of selection exercised by college women that the college women have married two-thirds more men than were college graduates than their non-collegiate sisters, and that their husbands' average yearly income is much higher than the income of the husbands of their non-collegiate sisters.

"It is the college-educated men in the community who are the leaders of thought and makers of public opinion in the United States and abroad. The advance sheets of the next report of the United States Bureau of Education contain a study of the men of over thirty years of age who have become eminent enough to be mentioned in 'Who's Who' between the years 1800-1870 in the United States. Of those without education no single man became eminent, of those with only common school training only one in every 8,800 became eminent, of those with a high school education one in every 400, and of those with a college education one out of every forty-two became eminent in some way.

"If men who get the wider training of affairs in the daily competition of business life need a college training to raise themselves above their fellows in efficiency, women of all classes, and, above all, of the leisured class, need it a thousand times more. Girls of the present generation, who will be the women of the twentieth century, must meet far heavier responsibilities than the women of our generation, and they must be able to hold their own with ever-increasing numbers of college educated women."

Notes of New Books.

Plane Trigonometry, by James M. Taylor, of Colgate university, is designed to meet the needs of beginners who wish to master the fundamental principles of this very useful branch of mathematics. Some of the features are the following: The proofs of formulas are simple, but rigorous; directions of lines in the figures are usually indicated by arrowheads, and these lines are always read from origin to end; both trigonometric ratios and trigonometric lines are employed; the distinction between identities and equations is emphasized in definition, treatment, and notation. The numerous problems, attached to each exercise, with the answers will firmly impress the principles on the student's mind. (Ginn & Company, Boston. Price, \$0.75.)

The Strife of the Sea, by T. Jenkins Hains, is a volume that unfolds many interesting matters concerning the whale, shark, penguin, albatross, and others. It is really a volume of nature study relative to the sea. The author has become evidently familiar with the sea and its inhabitants and puts down his observations and conclusions in most interesting fashion. He is thoroly at home with the fishes and birds of the great ocean and delights to tell his thoughts concerning them. He much reminds one of John Burroughs, who is such a master of the ways of the inhabitants of the forests. (The Baker & Taylor Company. Price, \$1.50.)

In *Robert of Kincaid*, William Henry Thompson has told in verse a romantic tale of the Douglas. It deals with the tragic life of William, eighth Earl of Douglas, the scene being laid in Scotland during the fifteenth century. The writer has sought to portray "wounded hearts, baffled ambitions, more than romantic scenery; rather the dark solitudes of the mind than the secret dungeons of a medieval castle." Such a poem inevitably invites comparison with Scott, and the verse has much of the graphic quality and music of that famous metrical romancer. Several dainty songs give variety to the narrative, which is strong and spirited. (Richard G. Badger, Boston. Price, \$1.25.)

A Rose of Holly Court, by Elizabeth Lincoln Gould, is a prettily told story of a college settlement in a great city. Holly Court took its name from an old man who owned most of the houses on the short street some years before. The "Rose" of this locality was Rose Dolan who, with the other members of her family, including the twins, together with the families of the Hallorans, the Cassids, and the Goldsteins, made up an interesting group as may be found anywhere. The most popular member of the Settlement seems

to have been Miss Dorothy Rowe, whom several residents of Holly Court decided was the "prettiest young lady and had the sweetest ways" that had ever been seen in the neighborhood. The book gives an insight into a species of philanthropic work that is yet comparatively new. It is illustrated by Ida Waugh. (The Penn Publishing Co., Philadelphia.)

Kwaidan is a collection of marvelous tales which illustrate the wonder-loving tendency of the Japanese. With their suggestion of the occult, their free range in the realm of fancy, and their familiarity with the underworld, these stories will be a revelation to many readers. They are rare in the skill and art of their workmanship and in their delicate interpretation of strange lands and strange beliefs. They deal with ghosts, goblins, fairies, and sprites; they possess the charm and aroma of the Orient—its dreaminess, its credulity, its beauty. The book throughout is suggestive of Japan. The marginal chapter headings printed in red in the original Japanese are quite unique. Mr. Hearn, the author, is widely known as an authority upon Japanese subjects. (Houghton, Mifflin & Company.)

The Merchant of Venice, edited, with notes, introduction, glossary, lists of variorum readings, and selected criticism, by Charlotte Porter and Helen A. Clarke.—This edition goes back, to and reproduces, the famous first folio text of 1623, the one which gives Shakespeare in the original spelling and punctuation. The text is thus freed from the editorial changes of three centuries, which, however, are indicated by abundant notes. It is the fourth volume in the "First Folio" series to be issued. This dainty little book has the Ely Palace portrait of Shakespeare for a frontispiece. (T. Y. Crowell & Company, New York. Price, \$0.50.)

The Methodists, by John Alfred Faulkner, D.D., professor of historical theology in Drew Theological seminary, is one of the volumes in the series of the Story of the Churches. The intent of this series is to give a brief account of the history, doctrines, and church government of each Christian body, the whole making a fairly complete history of Christianity in modern times. None of these bodies is more important than the Methodists. The founder, John Wesley, was one of the most remarkable men of modern times. Brought up in the Church of England he came to see the need of bringing religion closer to the lives of the people than was the case in that church at that time. The result was a great church organization that has spread all over the world. The book is one that will be eagerly read by all Christians, no matter what name they bear. (The Baker & Taylor Company, New York. Price, \$1.00.)

A Victim of Conscience, by Milton Goldsmith.—The story concerns itself with a Jewish family that emigrated from Bavaria to America. The father was what is called among that people a "Shlemiel"—one whom "unmerciful disaster follows fast and follows faster," as we would say, a victim of hard luck. He dreams of wealth and sets out for California, where he has numerous exciting experiences in the mining camp. After his return he has pangs of conscience in regard to a crime he has committed, and while in this state weighs the matter of becoming a Christian. That idea is finally abandoned, however. The book is interesting, not only for its story, but for the aid it gives toward an understanding of the life and ideas of this peculiar people. (H. T. Coates & Company, Philadelphia.)

Turn Over Time.

When Nature Hints About the Food.

When there's no relish to any food and all that one eats doesn't seem to do any good then is the time to make a turn over in the diet, for that's Nature's way of dropping a hint that the food isn't the kind required.

"For a number of years I followed railroad work, much of it being office work of a trying nature. Meal times were our busiest and eating too much and too quickly of food such as is commonly served in hotels and restaurants, these, together with the sedentary habits, were not long in giving me dyspepsia and stomach trouble which reduced my weight from 205 to 160 pounds.

"There was little relish in any food and none of it seemed to do me any good. It seemed the more I ate the poorer I got and was always hungry before another meal, no matter how much I had eaten.

"Then I commenced a fair trial of Grape-Nuts and was surprised how a small saucer of it would carry me along, strong and with satisfied appetite, until the next meal, with no sensations of hunger, weakness, or distress as before.

"I have been following this diet now for several months and my improvement has been so great all the others in my family have taken up the use of Grape-Nuts with complete satisfaction and much improvement in health and brain power.

"American people undoubtedly eat hurriedly, have lots of worry, thus hindering digestion, and, therefore, need a food that is predigested and concentrated in nourishment." Name given by Postum Co., Battle Creek, Mich.

Look in each package for the famous little book, "The Road to Wellville."

The Educational Outlook.

An examination for male supervisor of the Newark, N. J., schools will be held on June 18 at 9 A. M. The examination will include the following subjects: Principles and Practice of Teaching, School Management, and Supervision. The written examination will be followed by an oral examination on the same subjects, but extended to include experience and general fitness.

Candidates will be rated as follows: written examination, fifty points; experience and fitness, fifty points. The salary will be \$2,500 per annum. Applications together with testimonials of character, experience, and fitness should be filed at once with Supt. A. B. Poland.

The Yonkers, N. Y., high school held an interesting exhibition of the work in drawing and manual training on Saturday, June 4.

Mr. William Clinton Armstrong has been re-elected superintendent of schools at New Brunswick, N. J., by a two-thirds vote, in spite of considerable opposition. Two of the teachers in the high school who signed a protest criticizing Mr. Armstrong's work as superintendent, failed of re-appointment.

P. W. Horn, for the past seven years superintendent of the Sherman, Texas, schools, has been elected superintendent at Houston, to succeed W. W. Barnett.

J. W. Hopkins has been elected for the ninth consecutive term as superintendent of the Galveston schools.

San Antonio and Houston are the ranking cities of the state in point of scholastic population, the former having 11,800 the latter 11,200.

Mrs. Kate Durrie, principal of P. S. No. 5, Jersey City, N. J., retired on June 1, after teaching continuously since May, 1864.

The recent death of a Philadelphia teacher revealed the fact that she had been married for sixteen years. She had kept her marriage secret because she had wished to continue teaching. This the regulations in Philadelphia forbid absolutely.

The Boston school board has granted leave of absence on half pay to Frances N. Brooks, assistant in the primary schools of the Lewis district, from Sept. 1, 1904 to Sept. 1, 1905, her resignation now on file with the superintendent to take effect on the latter date. Miss Brooks has served continuously in the public schools of Boston within a few months of fifty years.

At the Commencement exercises of Boston university, on June first, Hon. Carroll D. Wright, president of Clark college, Worcester, gave an address upon "A Problem in Social Economics." He stated as the problem the fact that under the wages system there is no provision for a period of incapacity from sickness or old age. This must be met in some way by remedial legislation. Dr. Wright suggested compulsory state insurance as a possible solution. An old age pension, in his opinion, is contrary to the genius of American institutions.

Pres. Willard G. Sperry, of Olivet college, Michigan, has resigned, and will return to New England.

Dr. Frederick W. Hinitt, of Fairfield, Ia., has been elected president of Central university, Kentucky. He was born in England thirty-eight years ago.

The University of the South at Sewanee, Tenn., is to hold a summer school of theology, opening August 1 and continuing four weeks. An attract-

ive course for Sunday school workers has been arranged. The lecturers will include the regular faculty of theological department of the university.

The domestic science courses of the New York Chautauquan institution will be held from July 9 to August 19. The work in domestic science is planned to meet the needs of teachers. It consists of normal courses, designed especially for those wishing to compare their meth-

ods with those of others, or to supplement their previous training; classes and lectures in different branches of household management; and demonstration lectures in cooking, and practice work in cooking. Among the instructors will be Mrs. A. P. Norton, of the University of Chicago, Miss Anna Barrows, editor of *The American Kitchen Magazine*, and Miss Elizabeth S. Darrow, of the Rochester, N. Y., Mechanics institute.

Educational New England.

Lexington, Mass., is to have a summer school thru the months of July and August. The work is to consist mainly of kindergarten, sewing, cooking, and sloyd, together with games and trips out-of-doors. There will be rooms supplied with good reading matter for those who desire, but no reading will be taught. The teaching will be done by volunteer workers and the school will be supported by voluntary contributions.

The Boston school board has voted that pupils who receive instruction in Indian bead work and basketry in the evening schools and educational centers shall be required to furnish the necessary materials at their own expense.

President Hadley, of Yale university, has announced that the \$250,000 that institution is to receive as residuary legatee of the late William B. Ross, of New York city, will be used to extend the Chittenden library. The new library will be a memorial to Dr. Jared Linsly, Yale, 1826.

On May 26 the graduates and pupils of the Christopher Gibson school, Boston, met in the school building to unveil a memorial tablet and portrait commemorating William E. Endicott's service and life as master of the school. Mr. Endicott died last June.

The portrait is by Walter Gilman Page. The memorial is of bronze and says: "In Memory of William E. Endicott, 1866-1903, Master: 'The grand purpose of all knowledge is to enlarge and purify the mind, to fill the soul with noble contemplations and furnish a refined pleasure.'"

The memorials were presented by Mrs. Mary A. M. McNaught. Other speakers were Michael E. Fitzgerald, master of the Gibson school; Supt. Edwin P. Seaver, John F. Eliot, Col. John D. Billings, Walter S. Parker, supervisor of schools; Rev. William Thomas Beale, Mrs. Emily A. Fifield; Dr. A. Kidder Page, and Richard C. Humphreys.

Educational Portraits.

A public exhibition of a unique collection of portraits of American educators was held recently at the Westfield, Mass., State Normal school. The collection was the property of Dr. Will S. Munroe, of the Normal school faculty, and contained more than 400 portraits. The entire collection was exhibited in the following groups:

(1) Commissioners of education and superintendents of schools, national, state, and city; (2) principals and instructors in normal schools; (3) educators connected with private schools; (4) kindergartners; (5) presidents and professors in colleges and universities; (6) directors and instructors in technical institutions; (7) pioneers in the higher education of women; (8) founders of institutions for the education of defective children; (9) editors of educational journals; (10) benefactors to educational institutions; (11) educational legislators and statesmen; (12) authors of educational books; (13) pioneers of popular education; (14) educational publishers.

All the commissioners of education of the United States from Henry Barnard

to Dr. Harris were shown, as well as the heads of the Massachusetts school system, from Horace Mann to George H. Martin. The kindergartners included Elizabeth P. Peabody, Maria Kraus-Boelte, Emma Marwedel, and Kate Douglas Wiggin. The women who have done most to promote higher education were represented by portraits of Emma Willard, Mary Lyon, Catharine E. Beecher, Elizabeth P. Peabody, Alice Freeman Palmer, and Mary Sheldon Barnes.

Physics Teachers.

The thirty-ninth meeting of the Eastern Association of Physics Teachers was held in Boston on May 21. Richard K. Rice, of Lynn, spoke on "The Steam Turbine." T. B. Kinraide, of Boston, gave a demonstration of high frequency spark coils, and there was also a demonstration of the reflectroscope. C. A. Andrews, of Worcester, reported on new apparatus; W. F. Rice, of Lynn, on magazine literature; I. O. Palmer, of Newton, on college entrance requirements, and C. E. Fisher, of the Rhode Island state normal school on metric instruction in graded schools.

Recent Deaths.

Dr. Robert Porter Keep, head of the Porter School for Girls at Farmington, Conn., died on June 4. Dr. Keep was graduated from Yale in 1865, and received his Ph. D. degree from the same institution. From 1869 to 1871 he served as United States consul at Athens. He was by nature and inheritance a scholar, and was the author of various text-books, including a Homeric dictionary and a text on the "Iliad."

In 1876 Dr. Keep became principal of the Williston, Mass., seminary. Later he became principal of Norwich, Conn., Free academy. He went to Farmington a year ago.

Mrs. Amanda W. Reed, of Portland, Oregon, who died recently, provided in her will for the foundation of a large technical school in that city. The bequest will amount to \$2,000,000. The will specifies that the institute shall combine instruction in the fine arts, sciences, and manual training, and that it shall be conducted with special regard to the needs of young men and women compelled to earn their own living.

William H. Pettee, professor of mining engineering at the University of Michigan, died on May 26. He was graduated from Harvard university in 1861, and studied for three years at Freiberg, Saxony. From 1869 to 1875 he was assistant professor of mining at Harvard, and assistant to the geological survey in California. He had been connected with the University of Michigan since 1875.

Edward G. Coy, for many years head master of the Hotchkiss school, at Lake-wood, Conn., died recently. He was a graduate of Yale, class of 1869. Mr. Coy went to Lakeville from Phillips' Academy, Andover, where he had been since early in the seventies.

The Greater New York.

The board of superintendents has interpreted the section of the course of study for the high school which provides that the work required for graduation shall not extend over more than six years to mean that principals are justified in excluding pupils who do not complete the course in that time. No absolute rule is to be laid down, but pupils who have not the ability to do the work prescribed are not to be permitted to continue in school. For those pupils whose health is poor, or who are known to lack the capacity to accomplish all that is required, the principals, in consultation with the parents, may arrange a partial course.

Figures compiled by Superintendent Maxwell show that there is a widespread demand for the manual training high school among the boys of Manhattan. From replies received from only a portion of the elementary schools, it appears that 336 prospective graduates wish to take up manual training work in the fall. The new school is planned not merely for boys who are preparing for higher scientific studies in the colleges or scientific schools, but also for those whose scholastic training will end with their graduation from the school and who wish therefore to lay the foundation for learning some trade or mechanic art. The building will be located on Fifteenth street.

The quarrel that appears to have been in progress for some time between certain elements of the Normal college and the superintendent of schools has been carried to the courts. The refusal to grant certificates as teachers to a portion of the last class has culminated in an application for a writ of mandamus to Superintendent Maxwell to issue licenses to them. His ground for refusal is that they have not passed the state examination. The claim of the girls is that the Normal college, having been approved by the board of regents, no state examination is required. This point the judge took under consideration.

Secretary Palmer, of the board of education, has left for the two months' leave of absence granted him for the purpose of preparing a history of the public schools of the city. The preparation of such a history is particularly appropriate at this time, as the centennial of the schools will be celebrated next year.

The faculty and alumni of City college recently gave a dinner in honor of Prof. Casimir Fabregon, of the department of French language and literature, who retires this summer after forty years' continuous service. Professor McGuckin, of City college, presided. H. W. Taft, a trustee of the college, presented Professor Fabregon with a handsome album containing an address of appreciation and the autographs of the trustees, members of the faculty, and many of the alumni.

The Brooklyn Teachers' Association held an exhibition of the work of the class in water color, conducted by Miss Anna S. Fisher, and of the class in drawing conducted by Miss Pearl F. Pond, at P. S. No. 3, June 6 to 10, from three to five o'clock.

The high school department of the Ethical Culture schools graduated a class of nine at the end of their school year, May 31. The principal address of

the occasion was made by Dr. Samuel R. Crothers, of Cambridge, Mass., upon "A Wider View."

The graduating exercises of the Hebrew Technical institute were held in Cooper Union on May 17. Fifty-seven pupils were graduated. The principal address was made by Marcus A. Marks, who urged upon the graduates the importance of concentrating their best energies on the task before them, and having always with them the determination to rise from workman to foreman and from that to superintendent and owners of business of their own.

Corporal Punishment Again.

The committee on elementary schools recently gave a hearing on the present methods of discipline. Representatives from all the city teachers' associations opposed the present condition of disciplinary affairs. Chairman Mack, of the committee, explained that there was a difference of opinion on the question between the board of superintendents and his committee.

Pres. John Doty, of the New York Principals' Association, explained that the question was not of recent growth, but only of recent expression. Pres. John Conroy, of the Male Principals' Association, and President Gross, of the New York City Teachers' Association, presented statistics showing the attitude of principals and teachers. Out of 269 principals 234 favored other means of discipline and 233 favored the rod. Out of 6,000 teachers, only 1,200 responded, and of these 800 favored corporal punishment and 400 wanted it under restriction.

President Best, of the Brooklyn Teachers' Association, declared that detention after school hours, appeal to parents, and suspension were inadequate, and charged, as did Mr. Doty, Principal Boyer of P. S. No. 87, Manhattan, Principal Smith of P. S. No. 20, Manhattan, and Mr. Gross, that the Children's court was abetting truancy by being too lenient. Principal Stebbins, of Brooklyn, wanted corporal punishment because he believed it would relieve the teacher of the necessity of keeping a strict watch on the pupils to the detriment of instruction. Mr. Conroy denied that corporal punishment would be abused. It was merely to be restored to the principal to be administered as a means of discipline. Possibility of abuse should not be used as an argument against the reality of the need of the rod.

Mr. Gross declared that discipline would be better if superintendents would cease to look down upon a principal who suspended boys, and if principals would suspend when needed. He believed the teachers who could not rule without the rod could not rule with it. If the parent could not secure obedience with the rod how could the principal or teacher expect to?

Principal Boyer protested against a return to this "relic of barbarism." If returned it would be administered only on those boys not able to defend themselves, or upon those who were poor. There was too much red tape and not enough power in the hands of the principal.

Principal Luqueer, of P. S. No. 126, Brooklyn, wrote that corporal punishment was harmful to those upon whom it was needlessly administered and upon those who witnessed or heard about it. It affected the teacher working under it, as she feels she is working under a stern government, whereas the weak teacher becomes dependent upon it.

Miss Katherine Blake, president of the Women Principals' Association, urged an increase of power to the principals,

leaving it to the committee to decide how the power should be granted.

Pres. F. J. Reilly, of the Male Teachers' Association, suggested that the by-laws be amended so as to provide that corporal punishment shall be prohibited save where the principal has given notice to the parent of the incorrigibility of the child. After due time has elapsed for the parent to take the matter in hand, and it is evident that no action has been taken, corporal punishment shall be administered.

Teaching of German.

At the recent meeting of the New York Association of High School Teachers of German, Dr. Charles F. Kayser, of the DeWitt Clinton High school, delivered an address on "The Reform Movement and the American High School." He declared that reformers of modern language teaching in America make the mistake of attempting to force upon our four-year course a course formed by German educators to apply to schools having a course of from six to eight years. The great disparity of age between the German and American pupil must be taken into account. The former usually takes up his language studies at the age of nine; the latter at the age of fourteen.

A difficult language like German cannot be taught in the same manner as a simple, uninflected language like English. While the German teacher teaching English is bound to give great importance to phonetics the English teacher teaching German can save all that time, since German is practically a phonetic language. Teachers certainly could find many aids in the study of the German reform method, but it stands to reason that it cannot be applied *in toto* in our schools under such different conditions.

The association elected the following officers: President, Alfred Remy, Commercial High school; vice-president, Anna L. Wagenschütz, Eastern District High school; treasurer, Hanna A. Wehle, Wadleigh High school; secretary, Dr. Zick, DeWitt Clinton High school.

History Test.

Dr. Maxwell recently gave the following test in history to all the pupils in the graduating classes of the elementary schools:

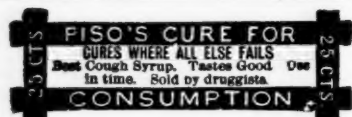
I. What was Columbus looking for when he made his voyage in 1492? How did the name America originate? Where and when was the first successful English colony planted in North America? Why did the Puritans desire to leave England? Who founded Rhode Island, and why?

II. When and where did the Dutch first plant a colony in America? What was the religion of William Penn? What part of America did the French claim about 1750? What was the principal result of the French and Indian war? What was the Stamp Act?

III. At the time Washington became president, to what government or territory did the following belong: Ohio? Florida? Maine? Kentucky? California?

IV. In what year, and under whose presidency, occurred the purchase of the Louisiana Territory? The declaration of war by the United States against Eng-

Learning the value of five-grain anti-kamnia tablets in nervous disorders I tried them where there was pain and nausea. For the uneasiness which was almost continually present they proved a sterling remedy. In cases of painful dyspepsia I always include this remedy in my treatment.—H. G. Reemsnnyder, M.D., in Notes on New Pharmacal Products.



land? The Missouri Compromise? The invention of the steamboat? The outbreak of the war with Mexico?

V. What was nullification? The fugitive slave law? The Monitor? The object of Grant's last campaign? The effect of the Civil war upon the relation of states to the nation?

The Board Meeting.

At the meeting of the board of education held the last week of May the appointment of teachers for the vacation schools was postponed. This action means that the vacation schools will not be opened this summer unless funds are furnished by the board of estimate.

By a vote of twenty-nine to five the board dismissed Dr. M. Augusta Requa, assistant supervisor of physical training, for insubordination and neglect of duty. The dismissal resulted from her refusal to recognize Dr. Gulick as her superior. Dr. Requa refused to consider her position as supervisor of physical education for Manhattan and the Bronx abolished, and also refused to accept an appointment as assistant physical director. The case will undoubtedly be taken into the courts.

District Superintendents Evangeline E. Whitney, Dr. William A. Campbell, and Dr. Edward A. Stitt were re-elected. The following principals and teachers were retired on their own application: Principals—Wallace F. Lyons, P. S. No. 28, Bronx; William B. Silber, P. S. No. 3, Bronx; and Jonathan D. Hyatt, P. S. No. 9, Bronx. Teachers—Jennie A. Tompkins, P. S. No. 31, Bronx; Adline E. R. Anderson, P. S. No. 2; Helen J. Hatch, P. S. No. 50; Isabel Roy and Eva L. Merrill, P. S. No. 33; Anna I. McQuinn, P. S. No. 92; Ellen T. Mulhearn, P. S. No. 42; Sarah A. Richardson, P. S. No. 41; Amelia L. Wedekind, P. S. No. 44, and Charles Curtis, P. S. No. 52, all of Manhattan. The departments of P. S.

No. 82, Manhattan, were consolidated under Principal H. J. Heidenis.

In reply to the request of the Brooklyn principals for the continuance of co-education in Brooklyn schools the following report was approved:

"This experiment of co-education has not been peculiar to Brooklyn. For many years it has been tried in almost all the schools in the Bronx, Queens, and Richmond, and in most of the lower grades in nearly all the Manhattan schools. In some schools where co-education was tried in the upper grades it proved a failure. Neighborhood conditions have led to the sanction or toleration of co-education where it was not fraught with peril to the refinement of the girls. In some neighborhoods neither public opinion nor the peculiar circumstances in which the school is placed favor the co-education plan.

"The question in what schools and localities co-education should be tried is one that is gravely affected by the personnel of the teaching corps, by the personality of the principal, by the size of the school, by the drift of public opinion, and, most of all, by a study of the question whether local conditions are conducive to a healthy reciprocal influence of the boy and girl upon each other. Where all the conditions are favorable to the co-education of boys and girls in the same building and in the same classroom no objection should be urged against co-education."

A protest was received from the Associated Local School Boards against members of local boards appearing for and defending principals, teachers, and janitors, as such practice was detrimental to the interests of the public schools. The by-laws were amended so as to provide that permission to use school buildings for entertainments at which admission should be charged should be granted only by the board of education.

The principals' reports for April showed an attendance of 533,350, with 76,308 children on part time. The Long Island City High school was named the Bryant High school, and the new manual training high school the Hewitt High School of Mechanic Arts. A contract was awarded for connecting all Manhattan school buildings with the fire alarm system.

Stuart Rowe was elected instructor in psychology at the Brooklyn Training School for Teachers.

The Bogart Decision.

Justice Gaynor, of the supreme court, Brooklyn, recently decided two novel points of school law in the case of Frank M. Bogart, a teacher, against the board of education. Mr. Bogart was employed as a principal in the town of New Utrecht, which became a part of the old city of Brooklyn on July 1, 1894. Brooklyn was made a part of the new city of New York on January 1, 1898. Superintendent Maxwell refused to permit Mr. Bogart to continue as a regular teacher, but gave him a license as a substitute.

Justice Gaynor has held that the certificate of the state superintendent, without any license from Superintendent Maxwell, was sufficient to continue Mr. Bogart as principal, for the reason that the state certificate was all that was necessary at the time Mr. Bogart was appointed principal in New Utrecht. The court also held that altho the plaintiff was appointed for a term which expired on July 1, 1898, he was nevertheless continued in the same position by the charter of the new city for an indefinite term of employment, and that he could not be removed except for cause after trial by the board of education.

The peculiar feature of the case is that altho Mr. Bogart did not render any services, he has recovered \$4,270, a prin-

WE HAVE HELPED OTHERS WE CAN HELP YOU

WE HAVE HELPED OTHERS

In your recommendations of places, and in your methods of securing the position for me which I now hold, you have been entirely fair and straightforward, and exceptionally courteous. I can heartily recommend your agency to any teacher.

AMY E. TANNER,
Dept. of Psychology, Wilson College.
Chambersburg, Pa., Feb. 12, 1904.

For the past fourteen years I have been acquainted with The Teachers' Co-operative Association. During that time I have accepted two college positions secured thru the assistance of the agency. The first position, at a salary of \$1,000 per year, was obtained just before I graduated from college; the second was the position that I now hold.

L. D. MILLIMAN,
Prof. of Ethics, Hanover College.
Hanover, Ind., Feb. 8, 1904.

The Co-operative Association is one of the best, if not the best, of the teachers' agencies. I speak from experience.

HARRIET E. DAY,
Calumet High School.
Calumet, Mich., Feb. 8, 1904.

WE

Am a member of several agencies, and if I could belong to but one I do not hesitate to say that the Co-operative Association would be that one. I cannot too strongly endorse it.

ERNEST B. WALKER,
Principal R. F. Harris Manual Training and Industrial School.
Woonsocket, R. I., Feb. 7, 1904.

I am glad to state my appreciation of the care which my interests received at your hands during my period of study in Germany. My present position, which was entirely secured by you with no trouble on my part beyond cabling my acceptance, was one of several positions offered me last year thru your instrumentality.

M. ELLEN MORGAN,
Prof. of Piano Harmony and History of Music,
Buena Vista College.
Storm Lake, Ia., Feb. 23, 1904.

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Dept. of Biology, State Normal School.
Cheney, Wash., Feb. 19, 1904.

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cial's pay. The complaint was framed upon the theory that the plaintiff, having been prevented by Superintendent Maxwell from rendering services as principal, but having tendered his services, was entitled to the same pay as if he had actually rendered the services.

The Normal College Case.

Justice Greenbaum recently heard the arguments in the case of the 130 graduates of the normal college in 1903 to compel the board of examiners to grant them licenses to teach. Lawyer Delafield, for the graduates, contended that the board of examiners, having decided that the candidates had passed the pedagogical examination, had no discretion but to grant the license. An academic examination was not required, for the reason that graduates of the college are eligible without it under the rules of the board.

The corporation counsel held, however, that only such as had completed the "entire course" at the college were exempt and that the girls not having taken the supplementary course established had not completed the "entire course." This was refuted by Mr. Mann for the Normal college, who presented records showing that "entire course" was meant to refer to those girls who had completed all the courses as against those who had entered late in the course.

Lawyer Delafield argued further that the board of education, under the charter, presented the qualifications and not the city superintendent. The board had ruled that either an academic examination or graduation from Normal college rendered the candidate eligible for license, and that there was nothing to show that a further examination was necessary. The city superintendent had no right to require both graduation and examination. It was the height of absurdity to contend that to be eligible for admission to the examination, the girls

must first have passed the examination. The city superintendent has no authority to superadd any requirement to the qualifications which the board of education had declared to be sufficient.

Flag Day.

The one hundred and twenty-seventh anniversary of the adoption of the American flag will be celebrated in the public schools of New York city on June 14. On that date, in 1777, Congress enacted that the flag should be composed of thirteen red and white stripes and a blue union containing thirteen white stars. On April 4, 1818, it was provided that the number of stars should be increased to represent the states admitted, and that the number of stripes should constantly remain thirteen.

The first assistants in the city schools have organized an association and have presented the following protest to the board of education:

"We, the undersigned, first assistants in the public schools of Manhattan and the Bronx, hold the position next to the principal. Recently, by action of your body, a number of clerical assistants have been accorded the rank and pay of assistant to principal.

"Appreciating that the distinction and difference thus created is unintentional injustice, your petitioners suggest as a method of remedial character that the grade and rank of first assistants be consolidated with the rank, grade, and pay of the present 'assistant to principal' under such name, title, or designation as your honorable board may deem fit."

During the past year the Male Principals' Association has grown rapidly, until now it includes nearly all the prominent school principals in the several boroughs. The association has elected a principals' interests committee, with Dr. Walter B. Gunnison as chairman,

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which has taken up a campaign for a new method of discipline.

The ceiling of P. S. No. 100, on Coney island, shaken by the concussion of the heavy guns at Fort Wadsworth, fell recently during school hours. One boy was fatally injured and another was cut severely about the head. A panic ensued, but the teachers succeeded in quieting the pupils. The building has several times been condemned as unsafe, and protests have been made against its use as a school-house.

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Summer School Items.

The National Summer school devoted to public school music will be held at San Francisco, Cal., from July 4 to July 16 and at Chicago, Ill., from July 25 to Aug. 6. This school gives a practical training for teachers and supervisors of music. Grade and high school teachers who feel the need of music study to handle that branch well, students who contemplate supervision of school music as a profession, and supervisors of experience will find definite, up-to-date methods adapted to school-room conditions. Certain problems must be covered in teaching music systematically; therefore, while the *Educational Music Course* is the basis of the instruction offered, every student will be helped, no matter what text-books happen to be in use in his particular field. The members of the faculty are all widely known in music work and have had a large amount of experience. For detailed information address Ginn & Company at Chicago or San Francisco.

The Michigan State Normal school at Ypsilanti will be open for the summer session from June 27 to August 5. Regular courses will be offered in all departments of the schools. Special courses in school supervision and general method, courses for village and rural school teachers, an observation school, and courses in public school music and drawing will attract a large number of teachers. Lectures on educational themes will be given for the benefit of the whole body of students. Among the lecturers will be Prof. S. H. Clark, of the University of Chicago; Col. C. H. French; Prof. George E. Vincent, of the University of Chicago; Mr. George Kennan, and State Supt. N. C. Schaeffer, of Pennsylvania.

Ypsilanti is an ideal city in which to hold a summer school; the college buildings are ample and well equipped, and the faculty is the regular faculty of the school. Detailed information may be obtained from Pres. L. H. Jones.

The summer school of Marietta, O., college, will be held from June 12 to July 23. The instruction offered during the coming season will appeal particularly to superintendents, principals, and teachers. By rare good fortune the school has secured three leading teachers, formerly associated with Col. Francis W. Parker in his famous normal school. These teachers are Miss Flora J. Cooke, principal of the Francis W. Parker school in Chicago; Ira M. Carley, in charge of the manual training work in the same school; and Ira B. Myers, of the College of Education at the University of Chicago.

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Literary Items.

The feature of the June *St. Nicholas* that will appeal especially to boys of all ages is Allan P. Ames "How to Keep a Baseball Score." The writer is a practical score-keeper, and he describes his system and illustrates it with two pages from a score-book. In the same number is an article by the late Julian Ralph telling about "Fun Among the Red Boys."

The June number of the *Four-Track News* is full of matter interesting to the traveler and to the general public. Its table of contents is unusually long and its contributors include a number of well-known writers.

The issue of the *Outlook* dated June 4 is the fifteenth annual "Recreation Number." In accordance with its custom, this issue in addition to the usual editorial and interpretative treatment of news events, public questions, and current literature, contains a group of out-of-door articles, the majority of them carefully and fully illustrated.

The *Critic* for June is especially noteworthy for its illustrated articles. An interesting article in character study is on "Hands That Have Done Things," by Isabel Moore.

The heroic career of Francis Parkman is told by Henry D. Sedgwick in a volume based upon the historian's diaries, notes, and letters, and particularly full in its account of his youth. Many personal letters are used to show his close friendship with the great men of his day. Mr. Sedgwick has recently published a volume of notable essays which has met with high praise. ("Essays on Great Writers," Houghton, Mifflin & Co.) and his literary career promises to be an eminently successful one.

The "Life of Whitman" in the American Men of Letters series (Houghton, Mifflin & Co.) will be written by Bliss Perry, editor of the *Atlantic Monthly*. The "Life of Holmes," in the same series, will be written by Samuel Crothers, and the "Life of Lowell" by Ferris Greenslet, associate editor of the *Atlantic*.

Prof. Clarence Griffin Child, of the University of Pennsylvania, has translated from the Old English the ancient epic of "Beowulf," and it is published by Houghton, Mifflin & Co. as No. 159 of the Riverside Literature Series. An introductory sketch and notes give a complete equipment for the general reader. The so called "Finnesburh Fragment" also, which appears in no other moderate priced edition, is printed in this one. The price is fifteen cents, paper; twenty-five cents, cloth.

Maurice Hewlett's "The Queen's Quair," concentrates in its enthralling story the intense force of love and hate, with which the young Queen of Scots still sways men's hearts after three centuries. The woman whom John Knox nicknamed "the honeypot," is here made alive again, magnetic, passionately alive. The plot covers the stormy era of her reign in Scotland. The Macmillan Co. publishes it.

Life.

The poet's exclamation: "O Life! I feel thee bounding in my veins," is a joyous one. Persons that can rarely or never make it, in honesty to themselves, are among the most fortunate. They do not live, but exist; for to live implies more than to be. To live is to be well and strong—to arise feeling equal to the ordinary duties of the day, and to retire not overcome by them—to feel life bounding in the veins. A medicine that has made thousands of people, men and women, well and strong, has accomplished a great work, estowing the richest blessings, and that medicine is Hood's Sarsaparilla. The weak, run-down, or debilitated, from any cause, should not fail to take it. It builds up the whole system, changes existence into life, and makes life more abounding. We are glad to say these words in its favor to the readers of our columns

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Winston Churchill's new novel "The Crossing" (Macmillan) is fairly alive with romantic adventures. The story opens, in 1776, when the British are trying to capture Charleston, S. C., and closes in 1792. As its title indicates, it portrays incidentally the crossing of the Blue Ridge by the tide of American immigration, and the settlement of Kentucky and Tennessee.

The volume on the "Elementary Principles of Economics," which Dr. Richard T. Ely and Prof. George R. Wicker have prepared, and which the Macmillan Co. has published, is designed especially for the use of secondary schools. The book is an adaptation of Dr. Ely's "Outlines of Economics," which is in general use in American colleges.

A. C. McClurg & Co. published in May a fourth volume in their deservedly popular "World's Best" series, edited by Sherwi Cody, under the title of "The World's Great Orations."

THE AMERICAN CRISIS BIOGRAPHIES, which are being edited by Dr. Ellis P. Oberholtzer for George W. Jacobs & Co., of Philadelphia, have advanced so far as a series that volumes upon Abraham Lincoln and Thomas H. Benton are promised for the Autumn. In this series, which will give a complete and comprehensive history of the great American sectional struggle in the form of readable and authoritative biography, the editor has enlisted the co-operation of many competent writers.

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